Crossing Cultural Boundaries

Transfer of Management Knowledge and Skills between organisational cultures

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Abstract

The subject of this thesis is the knowledge transfer process through the lens of cultural diversity and cultural awareness, bi-directional transfers between and inside Russian and European organisations, leading to the sustainable creation of values. It is aimed at explaining a variance of functions, which affect the knowledge transfer system and reacting to the research question: "How can management consultants overcome the gaps, barriers and stumbling blocks in the daily operations of the transfer of managerial knowledge and skills in intercultural contexts, in order to provide ensured, sustainable value creation for clients and on behalf of the transmitter organisation"?

The study of the literature from Western and Russian perspectives was conducted for revealing the positions of scholars in the related areas, such as the national culture and its dimensions, social environment, organisational culture, roles and styles of the actors in the knowledge transfer process, organisational learning and absorptive capacity. Knowledge management and knowledge transfer processes are designed to manage the generation of knowledge from external and internal resources. For the research an Action Research Methodology and a Mixed Method Research approach was employed. An online survey was conducted to collect and exchange primary data from managers and organisations in Russia, intertwined with a focus group session and in-depth interviews with managers and employees randomly selected from the online survey's sample. The results of the online surveys were processed by SPSS. For the focus group and in-depth interviews qualitative analyses was conducted. The findings reveal that organisational culture is a dominant factor in the transfer of knowledge and that the Russian national culture has a determinant role in organisations, specifically in the process of knowledge transfer and sustainable creation of values, in both directions.

Summary in Russian

Центральным предметом этого тезиса является процесс передачи знаний, в частности в трансграничной среде, сквозь объектив культурного разнообразия и культурной осведомленности, факторов влияющих на передачу знаний в российских организациях и ведущих к устойчивому созданию ценностей и обоснованию «сравнительных преимуществ» организации-получателя. Таким образом, тезис направлен на изучение существенных факторов, которые влияют на систему передачи знаний, личностные условия и условия окружающей среды, с целью реагирования на вопрос: «Как менеджеры-консультанты могут преодолеть пробелы, барьеры и камни преткновения в повседневной деятельности передачи управленческих знаний и навыков в межкультурном контексте, чтобы обеспечить гарантированное, устойчивое создание ценностей для клиентов»?

Для изучения объекта сначала был проведен обзор и интеграция литературы с западной и российской перспектив для выявления позиций ученых в смежных областях, таких как национальная культура и ее измерения, социальная среда, организационная культура, роли и стили участников процесса передачи знаний, организационного обучения и способности поглощать. Обзор литературы проводился с точки зрения роли этих элементов в передаче знаний и процессе создания новых знаний с устойчивым созданием ценностей в российских организациях, как кульминация.

Управление знаниями и, в частности, процессы передачи знаний нацелены на управления генерированием знаний из внешних и внутренних ресурсов. Соответственно, эффективное управление знаниями ведет к инновационным продуктам и услугам посредством процессов передачи знаний, что выгодно для стратегических целей организации и в краткосрочной, и долгосрочной перспективе.

Для исследования была использована методология Исследования Действий и подход Смешанных Методов. Был проведен онлайн-опрос для сбора первичных данных от менеджеров и организаций в России, переплетенный с фокус-группой и глубинными интервью с менеджерами и сотрудниками, случайно выбранными из участников онлайн-опросов. Результаты онлайн-опросов были обработаны программой SPSS. Для выявления результатов фокус-группы и глубинных интервью был проведен качественный анализ информации. Полученные данные показывают, что культура организации является доминирующим фактором в передаче знаний и что национальная культура России имеет определяющую роль в организациях, в частности в процессе передачи знаний и устойчивого создания ценностей.

В конце диссертации представлены заключительные замечания относительно ограничений исследования, его вклада в управленческую практику, направлений будущих исследований, а также представлен дизайн «Авторитетного инструментария консультанта для приложения передачи знаний».

Summary Nederlandse versie

Het centrale onderwerp van deze dissertatie is het proces van het overbrengen van managementkennis en managementvaardigheden, in het bijzonder tussen cultureel verschillende, grensoverschrijdende omgevingen. De focus ligt hierbij op culturele verscheidenheid en cultureel bewustzijn, de invloeden op kennisoverdracht naar en tussen Russische organisaties. Het doel is om via het scheppen van duurzame waarden vergelijkend voordeel te bieden aan de ontvangende organisatie.

Aldus, het onderzoekt de onbekendheden van een variëteit van functies door de beoordeling van de essentiële factoren die het proces van overbrenging van kennis zelf beïnvloeden evenals de individuele- en omgeving condities. Het onderzoek is erop gericht om de volgende onderzoeksvraag te kunnen beantwoorden: "Hoe zijn management consultants in staat om de tekortkomingen, barrières en valkuilen bij de dagelijkse toepassing van de overdracht van managementkennis en managementvaardigheden in interculturele omgevingen te overwinnen, teneinde in staat te zijn om gegarandeerde, duurzame waarde schepping voor afnemers te realiseren?".

Het onderwerp van studie betreft het onderzoek naar beschikbare en geïntegreerde wetenschappelijke literatuur vanuit de Westerse en Russische gezichtspunten dat is uitgevoerd om de verscheidene posities van wetenschappers in aanpalende gebieden, te ontdekken en bloot te leggen. Hiermee wordt gedoeld op de nationale culturen in de verscheidene vormen van uitingen, de sociale omgeving, de interne cultuur van de organisaties, de rollen en werkstijlen van de betrokken adviseurs en managers in het proces van kennisoverdracht, de leerstijlen en de al reeds beschikbare kennis binnen de organisaties. Het literatuuronderzoek is uitgevoerd met een focus op de rollen van de genoemde elementen in het proces van kennisoverdracht met als gewenst resultaat het scheppen van nieuwe kennis met duurzame waarde in de Russische organisatie.

Het management van kennis en het proces van kennisoverdracht in het bijzonder, zijn ontwikkeld om het beheer van het ontstaan van kennis, gegenereerd door externe of interne bronnen, mogelijk te maken, te beheren en te professionaliseren. Met als gewenst gevolg dat het effectief en efficiënt beheer van de kennis kanalen en door de kennis overdracht, zal leiden tot innovatieve producten en –diensten, ten voordele van de strategische doelstellingen van de organisaties, op korte- en op langere termijn.

Ten behoeve van het onderzoek, de methodologie van "Action Research" en de "Mixed Method Research" aanpak, zijn toegepast. Via internet zijn vragenlijsten aan geselecteerde Russische managers en organisaties verstuurd om informatie en gegevens te verzamelen. De uit de vragenlijsten verkregen informatie is gecombineerd met de uitkomsten van een discussie groep en diepte- interviews met een willekeurig geselecteerde steekproef van managers en werknemers uit de deelnemers aan het digitale onderzoek. De uitkomsten van de digitale vragenlijsten zijn verwerkt met behulp van het statistisch programma SPSS. De protocollen van de discussiegroep en de interviews zijn kwalitatief geanalyseerd. De resultaten maken duidelijk dat de cultuur van een organisatie een bepalende factor in het proces van kennisoverdracht is en dat de Russische Nationale cultuur een overheersende invloed heeft op organisaties. Het gevolg hiervan is zekere, sturende effecten op het proces van kennisoverdracht en de duurzame waarde schepping voor de begunstigde organisatie.

De dissertatie wordt besloten met de uiteindelijke conclusies, de beperkingen van het onderzoek, de bijdragen aan de dagelijkse praktijk van management, mogelijke toekomstige gebieden van onderzoek en de presentatie van een ontwerp voor een "Consultant's Authoritative Toolkit for Knowledge Transfer Application".

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Candidate's Statement

The work contained in this thesis has not previously been submitted to meet requirements for any other award or credit at this or any other institution of higher education. To the best of my knowledge, the thesis is wholly original and all material or writing published or written by others and contained herein has been duly referenced and credited.

"Russia is an exceptional place. In the 20th century, over a single lifetime - 70 years- it saw three civilisations. Each of the first two was rejected by its successor, forcing people to renounce their convictions. You can imagine the chaos of ideas and beliefs, in their hearts".

Edvard Radzinsky (2006)

"Despite the proven benefits of emotional intelligence, organisational life has typically been hostile to the inner world of feeling. Rationality is deemed superior to feeling, which can contaminate judgement. But without feeling there is no passion, and no action".

Manfred Kets de Vries (2011)

Preface

Being engaged in international advisory services since 1992 and actively participating in projects all over Europe, Asia, Africa and Latin America, I encountered a deep and engrained culture shock during a project initiated by the European Commission and the former Japanese Ministry of External Trade (JETRO). In 2002, I spent nearly a full year in Japan, trying to establish business connections between the Japanese and European small and medium-sized (SME) organisations.

As a partner in a group of twelve European advisors and business experts, I arrived at Narita Tokyo Airport in May 2002. We were selected on behalf of the EU Commission and trained in a number of sessions by the EU-Japan Centre for Industrial Cooperation's Representative Office in Brussels. Our task was to establish business connections between the European SME's and their Japanese counterparts. During the preparatory sessions in Brussels we were informed about the different nature of Asian and especially the Japanese culture with which we would have to deal with. For a start, the group was involved in a very intensive and challenging five-week educational program, including a variety of subjects, e.g. Japanese (spoken) language, Japanese history, economics and politics. This was combined with field trips and company visits both to greater Tokyo area and to other cities and regions of Japan.

We, the advisors from different EU member states, all encountered a culture shock in different gradations. For myself, although I had been assigned to projects in China, Thailand and the Philippines before, the Japanese culture seemed more engrained, very intense and internalised by the population.

The core value, by which the Japanese society is characterised, is named “Ba”, (Nonaka and Konno, 1998) which represents peace, harmony and balance. Harmony is highly valued and seen as avoidance to opposition. It entails a subtle process of understanding, almost by intuition, in contrast to the Western style of analysed conflicting views followed by clear-cut decisions.

For not breaking harmony, the Japanese society tends to favour. The Japanese, in general, have a non-confrontational attitude, high level of acceptance for authority, consciousness for hierarchy and status, reluctance to use negative answers, ambiguity and aversion to show personal emotion. They prefer cooperation to competition, are slow in decision making but fast in acting once decisions are made, prefer conflict solving through conciliation rather than litigation. The language used is descriptive and avoiding harsh conclusions, personal relations and judgements are more relativistic than based on universal principles, ethical behaviour is more situational than related to universal values, good-bad dichotomy is not strict but emphasised as a sense of harmony. There is a flexible demarcation line between right and wrong (Trompenaars & Hampden-Turner 2011; Kato 2002; Steele 2003; Moran, Abramson & Moran 2014). All features mentioned above as the main values, norms and attitudes practised in the Japanese society are in sharp contrast with the Western values, e.g. rationality, rights-consciousness, liberty, due process of law, etc. as conceptualised by the “Enlightment” movement in the 18th century.

My personal immersion in the Japanese society had a great and long lasting impact on my individual thinking and attitudes. It opened the cultural awareness and intensified my curiosity to explore cultural differences. I strongly believed that, especially the Western world has much to learn from the Japanese civilisation. The confrontation, as an individual, coming from North-West Europe taught me that in situations of transferring experience and knowledge between Organisational Cultures an in-depth study of backcloth, fed by a certain curiosity seems to be an irrevocable condition. As a consequence of the Japanese experience, I became highly motivated to be involved in a research of trans-boundary cultural differences in for-profit organisations.

Culture leads us unconsciously or semi-consciously to “act” in a certain way by “filling in” the “blanks”. In the meantime, its metaphors allow us to unveil the values preconditioning the action, as argued Gannon and Pillai (2010).

The immediate reason for this research arose from my personal experiences and those of my colleagues-consultants, engaged in the international advisory services, particularly those directed to Central and Eastern Europe (CEE). As a younger entrepreneur in the 1970's and 1980's of the twentieth century, my managerial learning and development were influenced by Newman, Summer, and Warren (1977), Constable and McCormick (1987) Handy (1987) and Hofstede (1984b) This was followed by a double path - intertwining business with reading and study.

As a practicing management and business consultant, my starting point for this study was the question: *"How can management consultants overcome the gaps, barriers and stumble blocks in the daily operations of the transfer of managerial knowledge and skills in intercultural contexts, in order to provide ensured sustainable value creation for our clients?"* For sure, not an academic question, but very much reflecting the day-to-day realities of the international consulting experience and practice.

As a consultant, operating worldwide but with a focus on Central Europe and the countries of the former Soviet Union (FSU), I didn't feel adequately equipped with a "language" and "tools", which I could use to assist clients in the international environment to broaden their perspectives and which would lead to a value creation in the beneficiary organisations and support in achieving differentiation and advantages in their marketplace. An initial investigation of the practitioners' research and academic literature did not bring success in finding existing consultancy approaches that seemed to address the problems of trans-boundary transfer of management knowledge experienced by colleagues and by myself.

Management development research programmes on academic level, known as a Professional Doctorate, are relatively young and explicitly directed to a project-based research as a device for managerial development. For the sake of completeness, it should be mentioned that there are engrained differences between the academic and managerial worlds, as well as cultural differences, embodied in the presumption that management activity is separated from the process of thinking. As argued by Gill, Golding and Angluin (1989, p. 78) "An area such as management studies must draw upon a number of disciplines not necessarily only with the aim of producing an integrated approach to problems, but with a view to generate perspectives", as well as contribute overall to the "body of knowledge" in Organisational studies.

After the completion of the educational trajectory for the Degree of Master of Business Administration (MBA) based on the *Action Learning* approach (BSN/MCI) in 1994, a desire for the continuation of exploration into intriguing issues in the area of international management and international business, already touched in the MBA programme, has been manifest and grounded in a severe curiosity. However, the previously considered enrolment in a PhD programme was refrained from, since an orientation to predominated academic goals and a research process guided by a narrow and closely defined structure was considered as being inappropriate for a research in practitioner's management and business environments. As a practitioner, the route provided by a project-based research trajectory, as included in a Professional Doctorate study, leading to the Degree of "Doctor of Business Administration" (DBA) seemed the most preferable and supposedly the most beneficial for involved clients, partner-consultants, my professional development and the "body of knowledge" in general. Not being an academic by education but driven by curiosity and ambition, I embarked on the research journey with the aim of providing insights on the cross-border learning relations, which proved to be difficult and challenging at the same time.

Over the past years, I have been struggling with my research for DBA. Extended travel for business, managerial and social obligations caused large intermediate interruptions in the process of the research. The research was a sideline in my daily activities as an internationally operating consultant and a founder and a managing partner of Orange Business Improvement, which is an Alliance of Independent International Business Consultants. As a result, time spent for the research was rather limited. It took me thirteen years to reduce my daily involvement in the consultancy practice and to be able to devote the most part of my time on completing the study and the dissertation, expected to be finalised in the summer of 2017.

Glossary of Terms

- **Competitive advantage:** A superior position, established by an organisation when it is able to provide a better "value for money" compared with the competitors through differentiation **(**researcher's definition). Competitive advantages are attributed to a variance of conditions e.g. quality of products or services, brand awareness, lean cost structure, an advanced distribution network, intellectual and emotional capacity and customer orientation (adapted from investpedia.com).
- **Comparative advantage:** Organisations should always look at the results of competing organisations to determine the "comparative advantage" as this can provide a "defense line" and a benchmark, to be compared with competitors. (researcher's definition, adapted from businessdictionary.com).
- **Familyism:** The promotion of familial relations, inside the organisation, with connections to "nepotism" and "clientism" (researcher's definition).

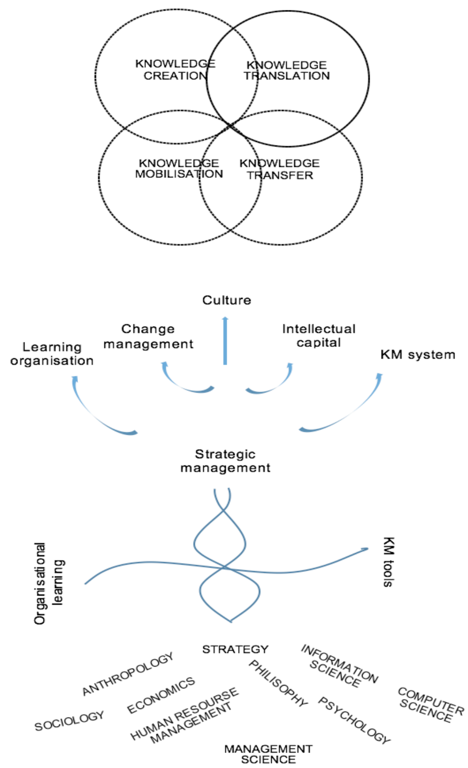
- **Knowledge hoarding:** Knowledge acquired during someone's employment is the property of the organisation, rather than the employee. However, some employees perceive the developed knowledge as their individual intellectual property and are not intended to share with co-workers in the organisation. The phenomenon of not sharing or hiding information, is defined as "knowledge hoarding" (researcher's definition).
- **Knowledge management:** Strategies and processes designed to identify, capture, structure, value, leverage, and share an organisation's intellectual assets to enhance its performance and competiveness. It is based on the critical activities: (i) capture and documentation of individual explicit and tacit knowledge, and (ii) its dissemination within the organisation (adopted from businessdictionary.com).
- **Knowledge transfer processes:** The ability to transfer knowledge from one unit to another has been found to contribute to the performance of organisations in both the manufacturing and service sectors. Although the benefits of knowledge transfer have been documented in many settings, the effectiveness of knowledge transfer varies considerably among organisations (Argote, 1999; Szulanski, 1996).
- **Recipient:** represents the organisations and enterprises, owners, managers and employees which are a subject to receive knowledge from transmitters.
- **Russia:** represents the Russian Federation, including the autonomic republics and regions.
- **Transmitter:** represents the management-business consultants, trainers and advisors, which are distributing knowledge to recipients.
- **Westerner/Western:** (i) A native or inhabitants of the western hemisphere especially of Western Europe or North America. (ii) Originated from Western Europe or North America, a culture, based on liberal and democratic values (oxford dictionary.com).

Chapter 1: A preliminary exploration of the field

In this study the importance of the area of *trans-boundary transfer of managerial knowledge, expertise and skills* for International business developments, especially for emerging economies and economies in transition classified by the European Bank for Reconstruction and Development (EBRD, 1998) and analysed by Hoskisson, Eden, Lau, and Wright (2000), Puffer and McCarthy, (2011), Fey and Shekshnia (2011) is researched and discussed. The ultimate goals of this study are (i) to encounter the untapped fields of transferring knowledge in transboundary settings with a different cultural, economic, social and traditional background and historical heritage, (ii) to propose recommendations and solutions for improving the level of success in the work of practicing Management Consultants and (iii) to contribute to the "body of knowledge" in the direction of International Management and Organisation.

The following sections provide an overview of the development and current situation of the field of Knowledge Management (KM) and more specifically, Knowledge Transfer (KT).

Figure 1. *Tree of knowledge management-disciplines, content and activity (Jashapara, 2011, p. 12)*



The strategy of an organisation is often based on the engrained ability to combine the knowledge generated from a diversity of disciplines and sources. Intertwined in knowledge management, two different directions can be found: (i) a commodity based perspective to be targeted on the acquisition, conversion and storage of knowledge and (ii) a group-oriented, community perspective, directed to the functions of knowledge and the ability to emphasise on the implementation on knowledge-in-practice. In the underlying research the community, group-oriented perspective is accepted and implemented as the main direction.

Considering the multi-disciplinary properties of KM, in the underlying study there is an integrated approach with a focus on the "integration" perspective. As argued by Davenport and Prusak (1998) "KM draws from existing resources that the organisation may already have in place-good information systems management, organisational change management and human resource management practices".

Another focus is on the "strategy" perspective, which, according to Beijerse (2000), is "the achievement of the organisation's goals by making the factor knowledge productive".

Both directions are focused on boosting the improvement of actions in the areas in which organisations are challenged by disruptive, chaotic and non-predictable environments, to be able to mobilise the organisation's knowledge repository and to reach the level of continuous innovation (Newell, Robertson, Scarbrough & Swan, 2009).

The major themes of the underlying research are the study of the influencing factors on the KT processes and their measurable outcome regarding the obtaining of sustainable value creation. In the final part of the study a proposal of improvement of the current practice will be proposed based on the results of the conducted field research. The expected contribution to the field of management consultancy and training will be the presentation of a "toolkit". The latter will provide guidance and assistance to consultants and business trainers operating in trans-boundary, culturally diversified environments. More in depth discussion on the topics of the research is elaborated in Chapter Two.

1.1 Knowledge transfer as an activity of knowledge management

The subject of KM and KT is a heavy exploited field by academics and researchers. However, a vast group of them limit their research to inter-organisational or intercompany KT. Others have their focus set on researching the directions of KT inside multinational corporations focused on the communication between the Head offices and their subsidiaries (mainly) in foreign countries. The area of this research, i.e. the transfer of management and business knowledge between independent actors in a trans-boundary setting, gained much less attention from the scientific and academic environment (Ancona & Caldwell, 1994).

With the huge increase in cross-border activities in the recent decades the need for effective information and knowledge is larger than before and is expected to increase further through intensified contacts and agreements. Therefore, a complementary and valid research is needed to investigate the backgrounds and experience of the cross-border KT further. International advisory firms and independent management and business consultants are predominantly concerned about the appropriateness of their expertise and practices. This is an issue especially in the Central and Eastern European (CEE) environment and in the former Soviet Union countries (FSU). To reach a mutual understanding and to achieve the level of adaptation that results in the creation of sustainable values, KT should be the ultimate goal for both the host organisation (receiver) and the advisor (knowledge transmitter). When a shared discourse is limited or even absent, the higher costs of the transfer of management knowledge, by a disturbed flow of exchange, lead to frustrations and an increased number of failures. Additionally, when parties depend on translation of terms from the source language into another for information exchange, a specific problem occurs as a result of a mismatch between the vocabularies (Peltokorpi & Vaara, 2012). When socio-cultural and language contexts are unfamiliar to both involved participants, it is a challenge to both knowledge transmitters and receivers to avoid confusion and the genesis of distortion (Armstrong, Cools & Sadler-Smith, 2012; Kuznetsov & Kuznetsova, 2014).

1.2 Management consultancy in Central Europe and Russia

Management consultancy on an international level, originated from the 19th century when the founding pioneers appearing in England and the United States. Consultancy firms and individual consultants with names like Samuel Price, George Touch and William Deloitte, directed to auditing. Another group (well known Edwin Booz, James McKinsey, Tom Kearnes, Eydon Urwick and Charles Bedeaux), as a first generation, directed themselves to advisory services for businesses (Gross, Poor & Roberson, 2004). From 1910, many of the pioneering consultancy firms appeared in Central Europe and work until the outbreak of the 2nd World War. These firms were mainly focused on topics like work processes, the connections between workers and mechanisation and productivity issues. They were largely welcomed by manufacturers and industrialists, eager to improve the output of their processes. According to their understanding of motivation processes the respectful, human approach of their workforce was a key factor in motivational measures.

From the 1920's West European consultancy firms, mainly German, appeared in Central Europe as well. Among them a Dutch consultancy firm, named INDURAG, was active in advisory, especially in re-engineering of business processes for larger companies in manufacturing and services areas. INDURAG was a rare example with their direction to Central Europe since most of the Dutch consultancy firms, at that time, were directed to the Dutch colonies in Asia and the West Indies.

Regarding Russia, it should be noted that until the Bolshevist Revolution (1917) some consultancy firms were invited to assist in the improvement of manufacturing processes in the developing industries. After the Bolshevist regime was established, all connections with foreign consultancy firms were abandoned. Only after the implosion of the Soviet Union (1991) Western consultancy firms, in the "slipstream" of the World Bank (WB), International Monetary Fund (IMF) and in 1992, the European Bank for Reconstruction and Development (EBRD, 1992) returned to Russia (and the CEE counties of the former COMECON), attracted by the huge demand of businesses for the modernisation of mainly all business processes.

In the early 1990's, on instigation of the Employers' Associations in the Netherlands (VNO, NCW) the "Netherlands Senior Experts" (NMCP-PUM) was founded. As a non-governmental Organisation, the NMCP-PUM supports on request mainly SME's and Business Development organisations in less-developed countries, by providing consultancy services. Advisory is delivered by seasoned, experienced former entrepreneurs and managers with a track record of at least thirty years in their profession. The consultants are engaged as volunteers, with compensation for costs as travel, hospitality and daily allowance by the NMCP-PUM and some additional contribution from the beneficiaries. NMCP-PUM's budget is sponsored by the Netherlands Ministries of Foreign Affairs and Economic Development and the Employers Association (VNO-NCW). NMCP-PUM has a network of 265 Representatives in 70 countries around the world, mainly in Central Europe, Africa, Asia and Latin-America. It is connected with local entrepreneurs, partners and business support organisations. Knowledge is shared on a one-to-one basis by approximately

3000 senior experts through short-term or repetitive consultancy missions on site and/or online coaching.

Regarding Russia, from 2001 until 2011 NMCP-PUM provided assistance and support to mainly SME organisations in Russia, in a total of 2065 advisory missions. Russian SME organisations, in a variety of sectors, benefitted from a single or multiple advisory sessions on site. Caused by the positive development of GDP in Russia, the NMCP-PUM program was terminated after 2011.

Another initiative to promote mutual business connections between Russia and "free-market" oriented economies and the dissemination of the "Western" style in Management and Marketing was the foundation of the "Presidential Programme" for younger Russian managers and entrepreneurs in 1998 by the Russian government. Based on Agreements with governmental organisations or "agencies" in a variety of economies (e.g. Germany, France, the Netherlands, Norway, Japan, Finland, Austria, the USA.) thousands of selected Russian managers and entrepreneurs were granted to absolve a four to six-week traineeship in a foreign country with combined business training and an internship in a host-company or organisation (Monk, 2006).

1.3 Rationale, contribution and objectives

1.3.1 Rationale

The culture of organisations is widely considered as a major factor, significant in the effective operation of an organisation. Exploration of organisational culture (OC) dimensions by implementation of a variety of quantitative and qualitative instruments will produce an array of outcomes. As argued by Jung, Scott, Davies, Bower, Whalley, McNally, and Mannion (2009) "There is no ideal instrument for cultural exploration. The degree to which any measure is seen as *fit for purpose* depends on the particular reason for which it is be used and the context in which it is applied". However, there is a need for a practical approach to be explored and understood by both academic researchers and practitioners. Explanations are sought by researchers analysing concepts of OC. Meanwhile, practitioners are in need of understanding the management of OC, searching for answers and developing solutions in a practical field work and adjusting the organisation's culture. This is important for meeting the demands of effective transfer and processing of knowledge. For underlying research, a combination of the approaches of Schein (1985), Hofstede (1991), Hofstede, Hofstede, and Minkov (2010), Denison (1997), Denison, Kotrba and Castano (2012), Trompenaars and Hampden-Turner (1998; 2005; 2011), and Bond (1987) is discussed and elaborated. This is done for determining the elements of OC in relation to KT processes by the research. The objective is to identify the facilitating variables that support and/or complicate the transfer of knowledge. As the "transmitters" or "donors" of knowledge, known under the phenomenon "Management Consultancy" (MC) or "Advisory" services, experts are invited by organisations of all sort. Those are organisations, which are in need of additional knowledge, to compensate a lack of skills or to improve their level of competitiveness. Recipient organisations expect the consultants (or business trainers) to transfer their implicit and explicit repository of adequate knowledge to the organisation's management and workforce. The main task is to improve the knowledge level of staff and to learn them to apply the lessons learnt, independently, without the guidance and assisting of the consultants. Contributions from the theory are delivered from several directions (e.g. Greiner & Metzger, 1983; Biech & Swindling, 1999; Farey, 2008; De Jong & Van Eekelen, 1999) of the field of MC. As objective, in the actual research, a theoretical model is developed, allowing to elaborate on the roles of management consultants, business trainers as intermediaries and "transmitters" to recipient organisations, focused on the processes of KT.

The rationale, the main purpose for the research regarding the effects of the transfer of knowledge to and inside organisations is to uncover the results obtained and factors which are influential in the contribution to gain the desired sustainable value creation (SVC). The objective is to support the organisation to a higher level of competitive advantage, compared with competing organisations domestically and internationally. "Donors" or "transmitters of knowledge" are considered successful if they are able to cope with the complexity by paying attention to all organisational and relational processes to obtain SVC (Bakker, Cambré, Korlaar & Raab, 2011).

1.3.2 Contribution

It is a well-known problem in the consulting business that advisers and receivers may have different expectations about the KT process. Different views, lack of acceptance, processing and quality assurance during and after the bi-directional transfer of management knowledge and skills are occasional manifests of that problem. The expectations of receivers usually are not or are only partially fulfilled, especially if adviser and receiver derive from different national cultures (NC) and/or organisational culture (OC).

1.3.3 Objectives

The degree of success, measured by benefitted added value often have a negative impact. Holden, Shiferaw and Wik (1998) described several obstacles that are hampering communication and collaboration between a consultant and a client.

- *Lack of appreciation and understanding on everyone's methods.* Moreover, lack of the motivation of the receiver to gain the knowledge and especially to internalise and apply it. The extent to which the consultant has valuable contributions and insights to offer is also an existing issue. It has been shown by Hamel (1991) that the intention of the receiver to accept the knowledge is a key condition and that the motives of the consultant have an equally important value. Therefore, both affect the level of success in the transfer of knowledge and skills. For example, lack of motivation on the part of the consultant affects the enthusiasm of the recipient to absorb and to internalise the new knowledge.
- *Lack of knowledge of everyone's management methods, working procedures and decision processes.*
- *Lack of understanding by the consultants of the specific requirements and priorities imposed within the "other" culture.*
- *Lack of trust, confidence and suspicion between actors.*

Developments in the relationship between "knowledge providers" and "receivers" in the international context, specifically in the Russian Federation (further referred to as Russia), show some slight improvements caused by the growing mutual understanding and habituation. The rationale of social space and pluralism in Russia has been developing gradually since the implosion of the previous Soviet Union (Plokhy, 2015). Moving towards a modern political system in the 1990's, and exposed to a limited degree of pluralism by integration into the global economy, Russia, contributed by processes of differentiation and economical developments. In Russian society, amiddle-class has gradually grown in the context of a limited, organised and controlled *social space* (Cheskin and March, 2015). Based on the practical experience, gathered by the researcher of this study during the field operations in Russia, it can be argued that there are some actual points and actions, exploration of which is urgent for improvement of the existing situation. Specifically, it is important:

- To increase the educational level of "knowledge recipients" on management and business economics issues;
- To respect and understand the growing awareness of their own culture (national awareness and pride);

- To combine and adopt the national viewpoints with the application of (internationally accepted) management knowledge. Van Wijk, Jansen, and Lyles (2008) claim that even within one organisation the cultural differences, established and defended in separate departments, can seriously impede the transfer of knowledge. The results are considered to be much worse while dealing with differences between separate organisations (George, Oghojafor & Owoyemi, 2012; Giuliano & Gorenburg, 2012). Therefore, it is imperative that the consultants adapt their styles to the characteristics of the "receivers" in detail and take into consideration their level of experience in transmitting the knowledge (from transmitter to recipient) and the expected lessons to be learned from the process;
- To establish the organisation's performance at a higher level as a result of KT;
- To improve the way in which a successful exchange of specific management knowledge and skills between consultants and client is measured. Efficiency criteria that can be used among others are financial data, e.g. about sales and profits.

The more precise descriptions of the underlying reasons for the study, the managerial problems to be solved and the relevance of the research for scientific directions and the objectives to meet for satisfying practitioner's needs are elaborated in the sections to follow.

1.4 Reasons of the research

The operational problem of this study can be defined as follows:

"The lack of acceptance, internalisation and assurance during and following the management knowledge and skills transfers from advisors to knowledge receivers (clients) hinders the sustainable value creation".

The lack of or failure to achieve targets that lead to measurable improvements in financial benchmarks such as cost reduction, increased profitability and revenues, as well as other organisational factors, e.g. motivation, loyalty, absence, and high rotation of staff, leads to losses of the deployed resources.

The knowledge recipients, entrepreneurs, sole proprietors or managers in Russia and other CIS countries[1], educated and trained in the FSU and influenced by the turmoil of the transition period since 1989, have unique experiences. This may have led to specific characteristics of the received knowledge with high expectations of the

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[1] CIS = Commonwealth of Independent States Armenia, Belarus, Ukraine, Kazakhstan, Azerbaijan, Moldova, Kyrgyzstan, Tajikistan, Uzbekistan, Turkmenistan (associated) ,Georgia (departed in 2008)

problem-solving ability of experts and advisers. It can be assumed that a good alignment in the (intercultural) advisory process between knowledge providers and recipients will probably lead to better results. The properties of the knowledge provider (transmitter) are also important. It is expected from the consultant to have the expertise to build effective and successful bridges between actors. The acceptance of "a bridge" can determine the process of sustainable implementation and secure the offered management knowledge and skills in the targeted organisation.

However, the nature and the extent of the intensity of relations will contribute to the creation of value. If it is known of how the intensity of the relationship between knowledge provider and receiver contributes to value creation, then there is a possibility of "directing" this relationship. This directing may contribute to a better performance of organisations, which received management advices from external consultants (Robson & McCartan, 2016).

Scientific relevance

This study seeks to contribute to the Science of International Management and Organisation in the field of KT between cross-boundary OCs. It also intends to contribute to the Sociology of Culture in the field of NCs' influence through organisational sub-culture on the KT and SVC.

Practical relevance

The application of the knowledge acquired in international consulting relationships results in an increase of the added value of management knowledge inside host organisations, bringing an improved market position for knowledge providers, including enhanced insights into their consulting practice. The study tends to promote the adjustment of prejudices and generalisations with advisors and knowledge receivers leading to a more in-depth and detailed knowledge of advisory relationships in general and in Central, Southeast and Eastern Europe in particular. It will enhance the knowledge of the success factors that lead to the sustainable added value for the host organisation and their knowledge base.

Additionally, implications are expected in future studies on the relationship between the background of knowledge providers and receivers in international advisory services. Finally, this research will provide knowledge on the feasibility and the acclaimed sustainable added value of distinguished advisory practices.

Scientific and social objective

The *scientific objective* of this study is to understand and gain insight in the processes of NC's influence on the KT process and transfer of management knowledge and skills between consultants and clients in different OC's. Another objective is to extend / improve the existing "body of knowledge" in the field of trans-boundary, intercultural and international management practices.

The social objective is the improvement of the KT processes and assurance that the acquired added value in OC is able to reduce the transfer costs and is beneficial for a society. This can be reached through understanding the impact of NC on the KT process and practical application of the findings.

Performance practice

Based on the data obtained from the field research, a model or checklist, focused on the effective and efficient KT between consultants and knowledge receivers, originated from a variety of (organisational) cultures will be compiled and published. This will support in improving the quality of the added value, the effectiveness and efficient interactions between actors (consultants and clients) and the suggestion of a toolkit for KT improvement.

1.5 Research strategy

The focus of the research is both the KT processes within and between trans-boundary, culturally diverse organisations (i.e. Western countries and Russia) and the perceived competitive advantages through established SVC in Russian organisations, as the result of the trans-boundary transfer of knowledge (McGill & Johnson, 2010).

The research methodology is described in detail in the Chapter Three, in the paragraphs 3.2 Methodological approach and 3.3 Research design.

The information is collected from and in regard to two separate groups, namely:

(i) Russian managers, participants in the "Presidential Programme" consisting in a training course and a (four week) traineeship in a (private) organisation, located in Germany and the Netherlands, described as sample population "A".

(ii) "For-profit" organisations in the Russian Federation, operating both in business-to-consumer and business-to-business markets, described as sample population "B". Organisations are selected for their involvement as knowledge receiver in one or more advisory processes in the recent past.

The geographical area of the research is limited to Russia because of the business and personal orientation and observations of the author in this area in the past twenty-five years.This was combined with the experiences gained with KT in cross-cultural environments in the process of adding sustainable value to business processes in this country.

As experienced and observed by the researcher in the daily operations in Russia, there are many obstacles in conducting a research in the field of KT (translation), such as an absence or insufficient level of common language for communication, lack of facilities and support, different explanations of the same terms and situation etc. Cooper, Schindler and Sun (2003 p. 166) argue that there are three key distinctions (suggested in the previous sections), which affect the research process. (i) "the level of the question development in the management research question hierarchy prior to the commencing of qualitative research; (ii) the preparation of the participant prior to the research experience; and (iii) the nature and level of data that come from the debriefing of interviewers and observers". These and other components identified by various researchers in this field has been taken into consideration while developing the questionnaires and response options.

The field research in Russia for this study is organised as follows:

i. Conduction of 11 pilot interviews with (advised) Russian organisations in 2011 for gaining basic ideas and directions for the actual research;
ii. Development of the two separate questionnaires with predominantly close-ended questions;
iii. Conduction of 2 pilot interviews with advised Russian organisations and 2 pilot interviews with Russian managers, alumni of the Presidential Programme for testing the questionnaires;
iv. Finalisation of the two questionnaires;
v. Distribution of the questionnaires among the sample populations "A" and "B" through digital channels (predominantly email);
vi. Statistical analysis of the completed and returned questionnaires;
vii. Development of the focus group guideline;
viii. Conduction of focus group sessions and individual in-depth interviews with randomly selected respondents in Kazan, Perm, Saint Petersburg and Yekaterinenburg, which are economically active cities, spread over Russia;
ix. Methodological analysis of both the outcomes of the questionnaires and the focus group sessions and interviews;

x. Thesis writing.

Research target groups

Data sets of companies, involved in and benefitted from the NMCP-PUM Programme and alumni of the Presidential Programme, with traineeship experience in Germany and The Netherlands, are questioned on the level of cultural differences. The focus was on what they had experienced during the advisory project (organisations) or as beneficiaries of the business training and internship in host-companies (i.e. managers/entrepreneurs).

A permission to use the data bases of contact information of knowledge recipients (Russian organisations) and the full scope of advisory clients among Russian for-profit organisations was granted. The support of the RVO Agency of Netherlands Ministry of Foreign Affairs and the German GIZ organisation was instrumental in establishing connections with the alumni of the Presidential Programme, from the cohorts from 1998 until 2016. Additionally, the organisation of the "Netherlands Senior Experts" (NMCP-PUM) granted the access to their database of approximately 1500 SME's in Russia, advised in 2010 and 2011 by seasoned (retired) entrepreneurs/managers from the Netherlands.

The questionnaires and interviews will address the sole proprietors, senior executives and line managers. The results (outcomes) of the questionnaires and interviews will be interpreted and measured from the perspective of KT processes, effective in establishing SVC.

1.6 Reading directive

The overall structure of the study is characterised by a division in three-fold. The first part is divided into three Chapters, i.e. (i) Introduction, (ii) Literature review and (iii) Research methodology, which contains more "lead-in" or preparatory information. The second part of the thesis is dedicated to the analysis of the main findings and consists out of two chapters: (iv) and (v), where the outcomes of the field research are analysed, questioned and evaluated. The third part of the thesis is final Chapter (vi) dedicated to the "lead-out" or "conclusive" materials and discusses the author's contribution to the improvement of operational management issues in a form of a toolkit to be used by consultants and business trainers operating in a diverse cultural environment and presents the overall conclusions and recommendations for further research.

In the Chapter Two an extended study of the literature, concerning the subject of transfer of knowledge, reviewed from a variety of directions, is explored, analysed and commented, to present an evaluation of the actual situation in the field of KM and KT.

"Theory is a dirty word in some managerial quarters. That is rather curious, because all of us, managers especially, can no more get along without theories than libraries can get along withhout catalogues, - and for the same reason: theories help us to make sense of incoming information".

Henry Mintzberg

Chapter 2. Literature review: main research terms, definition, content, and paradigms

To set the boundaries of the study, to discuss the results and to make conclusions, author's position is articulated from the idea of Jung et al. (2009, p. 1088), according to which "There is no ideal instrument for cultural exploration. The degree to which any measure is seen as *fit for purpose* depends on the particular reason for which it is to be used and the context within which is to be applied". The chosen position is instrumental as the general approach and the angle of focus to the findings, represented in this Chapter.

2.1 Introduction to the literature review

Cultural barriers in international business

In the international business practice, there is still much to be gained by taking note of "cultural diversity" issues (Mitchell, 2009). Research into relevant elements also appears as a standard in the "business cases" of cross-border projects and transactions. This study aims at producing a positive contribution by the participants, in order to provide consistent and adequate knowledge tools for bridging "cultural gaps" and therefore improve the success ratio of the practice of cross-border business activities.

The actors

There is a consensus among practitioners and scientists in the organisational field that a better understanding of diversified cultures with the "actors" in the roles of the "transmitter" (knowledge holder) and/or "receiver" will deepen and improve the transfer of knowledge within an advisory relationship. The "actors" roles, i.e. the roles of "transmitter" and "recipient" are interchangeable and bi-directional. Depending on the issues discussed and elaborated, "role position" can be transferred from one participant to the other and back.

Knowledge Management and Knowledge Transfer

The subject of KM and KT is a heavy exploited field by academics and researchers. However, a vast group of them limit their research to inter-organisational or intercompany KT. Others focus on researching the directions of KT inside multinational corporations (MNC's), especially the communication between the Head Offices and their subsidiaries (mainly) in foreign countries. The area of this research, i.e. the transfer of management and business knowledge between independent actors in a trans-boundary setting, has gained much less attention from the scientific and academic environment.

The conditions for cross-boundary Knowledge Transfer

The concept of cross-border KT is multi-disciplinary. The results and effectiveness of the researched cross-border transfer of business knowledge depend on and are facilitated by the capacity of the transferring and the recipient organisations. In addition, it is important for the recipient to have a qualitative Absorptive Capacity (ACAP) to exploit and to internalise the presented knowledge. The following chapter covers also an extensive multi-disciplinary literature review, to explore the directions and disciplines involved in and influencing the trans-boundary KT process. A series of connected and facilitating variables are influencing, with more or less strength, the trans-boundary transfer of knowledge between transmitters and receivers in the process of exchange.

The influence of National Culture

There is no doubt that the organisational practices and processes are greatly influenced by NC. Organisations are constrained by (or mirror) the NC of the country where they are located. NC has been seen as one of the most influential contingent (situational) factors, which determine organisational phenomena as well as KT. The underlying idea of this research is that the transboundary KT is affected by the chain of factors each of which, in its turn, is influenced by the NC's of both the entrepreneur /manager and the consultant**.** Therefore, it is important to investigate how differences in cultures affect the bi-directional process and the results of the cross-border KT for each of the beneficiaries.

The influence of Organisational Culture

There is no deficit or shortage of scientific and scholarly contributions on OC. A variety of authors, from traditional anthropologists to contemporary scientific oriented researchers have been searching for measurement and validation. Many researchers describe OC as a key factor in managing KT (Bhagat, Kedia, Harveston & Triandis, 2002; Holden, 2001; Moffett, Mc Adam & Parkinson, 2003; Glisby & Holden, 2003; Holden & von Kortzfleisch, 2004). Weissenberger-Eibl (2005) recognises four direct influential design parameters of KM: human resources, methodological approaches, technology, and organisation. However, the available literature provides only limited answers to the question of how the OC affects the KT and how possible approaches are suited to the problems associated with bridging cultural boundaries while transferring knowledge. Different authors described the same situations and reality in various, sometimes conflicting terms and approaches depending on their subjective views on the world and sometimes misguided by inadequate research methods. The literature review presented and analysed in this chapter will contribute to a better and in-depth understanding of the trans-boundary inter-organisational transfer of management knowledge and skills between actors from different OCs.

For this study, we conclude that there is a dichotomy between the positions of the academics (scientific researchers) and practitioners (managerial- or action researchers). Scientific researchers are searching for explanations of OC, the main predictions and determinants, conceptualizing and connecting varied variables into cultural sets. The interest of practitioners is in principal directed to questions regarding the culture in organisations, to answers and solutions for change and adjustment of OCs for meeting the ultimate needs of the organisation.

Subject to the review of the literature on NCs is their main influences on attitudes, behaviour, norms and values on national and regional identities and, as a consequence, on organisations. As stated by Hofstede, Neuijen, and Ohavy (1990) and Hofstede (1991), NC is the collective, mental programming of the mind of the people of any nationality and share a collective national character, which represents their cultural mental programming. Fukuyama (1995 b) defines NC as inherited ethical habit, obviously consisting out of an idea, value or relationship which constitutes the ethical codes by which society regulate behaviour. Trompenaars and Hampden-Turner (1994) argue that NC interpretation and adaptation are prerequisite to the comparative understanding of national and international operations. Despite the vast number of authors and the variety of available definitions, the literature on NC, as well on OC seems to exist in a separated environment and in isolation, the obvious options for cross-fertilisation are merely missed. As suggested by Hofstede et al. (2001, p. 8) “through early socialisation, a formed *body of values* in NC’s is established, while OC involves the subsequent acquisition of organisational practices and symbols in the organisation”. OC is studied as the accumulation of external and internal influences as well as inclusive personal motivations and habits. As argued by Weber, Shenkar and Raveh (1996, p. 1216) there are “considerable differences in practices among people holding similar values, and propose that NC’s and OC’s are distinctive, if related constructs”. For this study, researcher supports the position that the individuals within culturally connected groups may differ widely in norms, values and behaviour. Nevertheles, they share some dominant features which are common for the cultural group they belong to. Conclusion for the research is that the participants should be questioned individually and separately to be able to express their personal unbiased view on the subjects submitted.

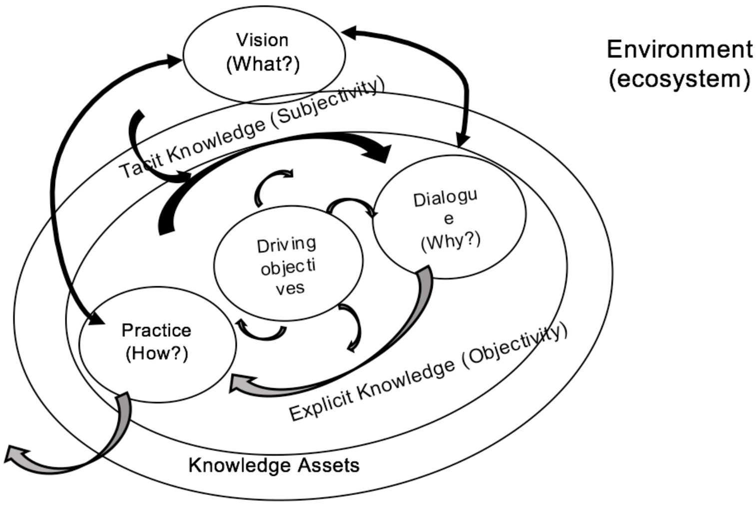
The actor’s roles and styles in the Knowledge Transfer process

Study of literature regarding the entrepreneurs’/managers’ and consultant’s roles and styles, and specifically the human factor of the actors is also analysed in the underlying Chapter. Both are characterized as transmitters and receivers in the KT process. At the same time, the human being is expected to be the “driver” of all activities and occupies the central role in the KT process. A culturally based approach in transferring knowledge i.e. *translating* the culture, values, attitudes and behaviours to both transmitters and receivers, considers the need to recognize the barriers and potential opportunities of behaviour that a specific culture can create (May, Puffer & McCarthy, 2005). Adler and Bartholomew (1992, p. 52) mentioned that “*people* create national competiveness, not, as suggested by the classical economic theory, to obtain mere access to advantageous factors of *production”*. For organisations, expanding into Russia, human resource systems (HRM) are one of the major constraints, given its obvious distance from the “West” in cultural and economic terms.

The functions of Organisational Learning and Absorptive Capacity

The study of Organisational Learning (OL), ACAP, and the KT process is expected to supply insight on the conditional levels, which are instrumental in the design and facilitation of requested successful and sustainable value creation. As argued by Nonaka and Toyama (2005, p. 433) “knowledge is created through the dynamic interaction between subjectivity and objectivity”. Knowledge is created by emerged knowledge through actors, subjectively embedded into the context and the submission of knowledge to the social process for an objective validation. The emerged knowledge forms a stimulus for interaction into a new praxis. Through the knowledge creation spiral, a new platform for a higher level of knowledge is established.

Figure 2: *Basic component of Knowledge-based firm (Nonaka, Sasaki, and Senoo, 2004)*



Setting up a process for the development of new and renewed OC's in transitional environments like Russia is time consuming and requires an implementation of a mixture of traditional Russian values and (adjusted) basic practices of Western management, from involved transmitters.

The desired outcome: the creation of sustainable values

To explore the literature and find contributions for an array of approaches of SVC on several levels is the expected and requested outcome of the transfer of Management Knowledge (MK) and skills. Efficient client-oriented transfer of knowledge can be regarded as the foundation of ensured SVC. It will be highly effective in transmitter – recipient relationships, which are established on mutual understanding, openness and ready to disentangle all the available knowledge and expertise, beneficial for the client (recipient organisation) (Nätti & Still, 2007).

“Sustainable Value Creation is the strategic behaviour and operational actions of an organisation across multiple financial and non-financial dimensions, in order to manage the risks and opportunities associated with enduring economic, environmental and social developments” (Banerjee, 2012, p.10).

The SVC strategy, as proposed by Banerjee, consists out of four keys.

i. Operational and resource efficiency, including utilisation of natural capital and other resources.
ii. Employee relations and the development of human capital.
iii. Engagement with public forums and government on sustainable issues.
iv. The interplay between long-term objectives and short-term performance.

This study is focused on Russia, since the rapid developments on the political, economic and social levels were ignited by the turnaround in the early nineties of the twentieth century significantly affected the chosen area. The implosion of the USSR and the dismantling of the command-control economy, the re-orientation to a market-driven type of economy caused an enormous demand for the transfer of knowledge in the field of Management, Organisational studies, Marketing, Operation, Export /Import and Accountancy. There is a lack of information about the results (effectiveness) of cross-border exchange of business and management knowledge from western oriented consulting firms towards managers and business owners/entrepreneurs in Russia, especially taking into consideration the existing manifest and tacit cultural differences. Despite intensive and detailed research, ample contribution on the cross-boundary inter-organisational MK transfer process by Russian authors and scholars is identified, so far. This study is a step towards the exploration of the scientific resources on the influence and the impact of the human actors on the process of the MK transfer. The roles and learning styles of recipients and the transmitters are discussed. A variety of insights, directions and controversial and opposing statements and theories from a diversity of scientific and pragmatic contributions are analysed and evaluated (Frost, 2014).

2.2 National Cultures in Knowledge Transfer process

This section is, first of all, devoted to the concept of NC and provides a conceptual overview and reviews of the variety of definitions and dimensions. NCs are seen as the main determinant of cultural differences that also have an influence on the organisational level.

Learnt experience of consultants and business trainers shows that conflicting values occurred between different NCs and OCs. It can be assumed that the recipient’s willingness and receptivity for new knowledge is conditional for the engagement in the transfer of knowledge. From the transmitters engaged in an open process adaptation of new directions of KT is requested.

Even though knowledge receivers appear with willingness to accept the new knowledge, testing of the level of internalisation and understanding of the knowledge disseminated in the transfer process is important and necessary. The acquired knowledge will be ensured when it is based on deeply engraved internal values, behaviours and attitudes. Dissemination of the acquired knowledge by receivers into a variety of directions and assurance of its broad utilisation and extended benefit by other co-workers is fundamental to the leverage within the organisation. Deep involvement of the top and middle management is a basic condition to facilitate the implementation of the recently acquired knowledge.

According to Groeschl and Doherty (2000), culture isj a rather complicated phenomenon. Culture has been defined in many ways with an accent on its different elements and characteristics. Most often these elements are explained by terms such as behaviour, values, institutions, norms and other basic assumptions. According to Foster (1991), above all, the genesis of a NC requires the demarcation of boundaries. Within the boundaries of the territory, delimited by national identity, a community of people ("folk") characterized by some essential, differentiating and distinctive natural iconic elements is located.

At individual level, representatives of a nation may differ but certainly they will share essentials in attributes and behaviour that ensure and certify their national identity. Differences are overridden by the common feelings of being together and sharing norms and values. Differences between countries, framed as Collective Mental Programming of the people of any particular nationality by Hofstede (1993) and Hofstede and Hofstede (2001), are explained as unilateral NC's. However, a larger group of scientists in cross-cultural studies (e.g. Baskerville, 2003; McSweeney, 2002; Schwartz, 1990; Baskerville-Morley, 2005), widely criticised the dichotomy in presenting cultural differences. On the contrary, outside and beyond the national boundaries, other "folks" are located, not partaking the same, essential identity and are qualified with a different, predominantly their own identity.

As identified by Morden (1999), there are various classifications of NC. Prominent studies of NC are mainly concentrated on the elements of cultural values (Jackson, 2005). As argued by Smith (2011) also styles of communication can be seen as dimensions of NC. The elaboration on the cultural dimension is included in the theories of Lewin (1946), Hall and Hall (1976), Hofstede (1980, 1991, 2011) and more contemporary of Trompenaars & Hampden-Turner (1998). Subsequently, there are different classifications of culture, starting from The Single Dimension models, such as High-context versus Low-context (Hall, 1960; Hall & Hall, 1976), Monochronic versus Polychronic (Lewis, 1992; 2010), High trust versus Low trust (Fukuyama, 1995a), Idiocentric versus Allocentric (Triandis, 1995), monomorphic and polymorphic (Bottger, Hallein & Yetton, 1985) to the models with six (Hofstede, 1983a; 2011) and seven dimensions (Trompenaars & Hampden-Turner, 1998). Another approach describes historical-social models, represented by the European management model (Bloom, Calori & de Woot 1994) and The South Asian management model as developed by Chen, Lee and Stevenson (1995), Cragg (1995), Seagrave (1995) and Chen (2004).

It can be argued that applying a single framework exclusively for studying NC seems to be not sufficient for presenting a balanced and satisfactory outcome of the research of all elements involved in transboundary KT. This is especially valid for Russia as a multi-ethnic, diversified state. Each of the authors of the presented frameworks has an own "angle" and approach to the research. Consequently, outcomes are also divers. For the underlying study, a compilation of the theories of Hofstede, Trompenaars and Hampden-Turner, Denison and Szulanski (1995) will be implemented as a basis for developing an individual, overarching framework. This will allow to research thoroughly all elements connected with transboundary KT in and from the NC and OC perspective. In the present research, the position is taken, away from fragmentation and subtle divisions, to research and explore the perspectives with a plurality of various approaches and different insights.

2.3 Dimensions of culture

As it was mentioned, there are various classifications and models of cultures and their core characteristics. Hofstede's insights from his seminal work are still valuable, but much work is done to criticise his findings. Subsequently, contributing authors added new developments and findings to the basic dimensions of Hofstede. In the underlying research, Hofstede's basic dimensions are used, together with the contributions of Trompenaars and Hampden-Turner and Denison, to develop a new, individually designed framework of dimensions for questioning the samples population, as executed in this study.

2.3.1 The model of Hofstede

Hofstede's model is based on a large sample of empirical data collected at a large multinational company (IBM) with subsidiaries worldwide. While working as a psychologist at IBM, Hofstede collected data regarding the attitudes and values of 116,000 employees of the organisation. Later, using the same questionnaire, Hofstede collected additional data from the inhabitants of fifty countries. In his more recent works, the number of surveyed countries reached to more than 100 (Hofstede, 2011). Based on these data, collected in the IBM organisation globally, Hofstede (1983) developed a model to describe NCs. Initially, he described four dimensions of NC relevant to individual behaviour. Those dimensions were (i) Individualism versus Collectivism, (ii) Uncertainty Avoidance, (iii) Power Distance, and (iv) Masculinity versus Femininity. Later, the fifth (Long- versus Short-term orientation,) and sixth dimensions (Indulgence versus Restraints, which is more or less complementary with the dimension of Long versus Short-term orientation) were added to the scheme (Hofstede, 2011).

The first dimension relates to the level at which people with different cultural backgrounds are concentrated on themselves (individualistic) or on groups and as a society in general (collectivistic). Individualistic cultures also prefer the explicit verbal communication style (Hall & Hall, 1976; Hall 1990). In contrast, collectivistic cultures prefer indirect style of communication. Here, people are group-conscious and it is important to follow group norms and values and avoid "loss of face". As a result, consumers from collectivistic cultures are more likely to follow the norms and values obliged by the society, to give priority to the goals of the collective and to try to show their connectedness and tolerance to the latter. According to Mooij and Hofstede (2010), people from individualistic cultures are more likely to be motivated by their own goals, needs, and wishes and to highlight their uniqueness and independence from others. Here, in a commercial environment, both buyers and sellers prefer to reach their personal goals fast, whereas in more collectivistic-oriented cultures, e.g. Russia, it is important to build a relationship and trust between the two parties first. This difference is important from the point of view of information provision and it is necessary to get acquainted with it prior to the KT. Moreover, the dimension of individualism and collectivism is likely to have an influence on the importance of others', especially important others' opinion on a recipient's attitude. It is more likely that recipients from collectivistic cultures will value information and opinion about a business service received from colleagues and their business network more than information provided by the transmitter or transmitter's organisation. In case of people from individualistic cultures, such opinion may be less important, since in general, they rely increasingly on self-acquired sources and information from their network.

The second dimension proposed by Hofstede is Uncertainty Avoidance, which identifies the extent to which people feel frightened by uncertainty and ambiguity and try to avoid such situations (Hofstede et al., 2010). Uncertainty Avoidance, however, is not the same as risk avoidance. It deals with a society's tolerance for ambiguity and shows to what extent people from a certain culture feel comfortable or uncomfortable in unstructured situations (Hofstede, 2011). Unstructured situations are those, which are new, unknown or different from usual and forcing to leave the personal "Comfort Zone". In contrast, people from uncertainty accepting cultures are more tolerant to different opinions, have fewer rules and behavioural norms. People within these cultures do not expect from their environment to express emotions. Thus, people of high uncertainty avoidance are less open to changes and innovations than people of low uncertainty avoidance cultures. This means that in societies with high level of uncertainty avoidance content of information provided by the knowledge transmitter as well as the format of its provision should correspond with the people's belief system, previous knowledge, experience and expectancies based on that. In contrast, in the societies with low uncertainty avoidance people are more open to new, innovative information as well as ways of providing that information. In Hofstede et al. (2010) Uncertainty Avoidance Index scores are higher in East and Central European countries, in Latin countries, in Japan and in German speaking countries, lower in English speaking and Nordic countries.

The third dimension, proposed by Hofstede (2011) is power distance, which is described as the extent to which less powerful members of the society, organisations and institutions accept the existing hierarchy and the fact that power is distributed unequally. Power and inequality are extremely fundamental facts of any society. All societies are unequal, but some are more unequal than others. According to Hofstede et al. (2010). Power Distance Index tend to be higher for East European, Latin, Asian and African countries and lower for Germanic and English-speaking Western countries such as the Netherlands.

Masculinity versus Femininity refers to the distribution of values between the genders, as the fourth dimension. According to Hofstede (2011) female's values differ less among societies than male's values. Male's values from one country to another contain a dimension from very assertive and competitive on the one side, to modest and caring values, on the other. The assertive pole is called "masculine" and the modest, caring pole "feminine" (Hofstede, 2011). In feminine oriented countries men have the same modest, caring values as women, whereas in the masculine dominated countries women are somewhat assertive and competitive, but not as much as men. The dominant values in a masculine society are achievement and success, whereas the dominant values in a feminine society are concern for others and the quality of life. Thus, in masculine oriented cultures people value status, brands and possession of expensive products more as means to show their success to others. In feminine cultures, this is less important. Masculinity is high in Japan, in German speaking countries, and in some Latin countries like Italy and Mexico and is low in Nordic countries and in the Netherlands. Hofstede et al. (2010).

The fifth dimension described in the model proposed by Hofstede and Bond (1984a; 1988) is Long- versus Short-term orientation. This dimension shows the extent to which a society with long-term orientation has a pragmatic and forward-looking perspective, compared to societies with conventional and short-term perspective. Long-term orientation implies investment in the future, whereas short-term orientation includes correct personal fortitude, stability and respect for traditions. Long-term oriented are East Asian countries, followed by Eastern and Central Europe. A medium-term orientation is found in South- and North-European and South Asian countries. Short-term oriented are the USA and Australia, Latin American, African and countries in the Middle-East.

The sixth dimension of cultural differentiation is indulgence versus restraint, which relates to the gratification versus control of basic human desires to enjoy life (Minkov & Hofstede, 2012). According to the authors, this new dimension focuses on aspects known from literature on "happiness research". Indulgence characterizes a society that allows relatively free satisfaction of basic and natural human desires and needs to enjoy life and have fun. In contrast, restraint describes a society that controls possibilities of need satisfaction and regulates it by means of strict social norms and rules. Thus, indulgence is more typical for individualistic cultures with low level of uncertainty avoidance, while restraint is more typical for collectivistic cultures. Indulgence tends to prevail in South and North America, in Western Europe and in parts of Sub-Sahara Africa. Restraint prevails in Asia, in the Muslim-dominated world and, to some extent, in Central Europe (Minkov & Hofstede, 2012).

Differences in NCs were found by Hofstede in three different research projects conducted in 64, 10 and 23 countries respectively. There are at least three reasons why

Nationality is considered as an important issue for cross-border KM: political, sociological and psychological (Hofstede, 1996).

Hofstede's dimensional model has been criticised by number of researchers. Tayeb (1994) paid attention to the method used by Hofstede for information collection. Hofstede studied NC indirectly with data collected from a global IBM Employees Attitudes Questionnaire, with the collected information on differences as a side effect. The study was not planned as an investigation of the influence of culture on organisations and their members. Culture was used as an explanation for the interesting patterns revealed by the findings. Additionally, according to Myers and Tan (2003) the assembled data of IBM employees from subsidiaries in 40 countries can't represent any NC since the database implemented did not represent the population in the respective countries. The authors also suggest that the concept of NC is problematic, since in reality there is no alignment between culture and the nation-state. For example, only from the first decades of the twentieth century, after the collapse of the Ottoman, Habsburg, Russian, French and British empires, the developed world could be organised as nation-states (*Encyclopaedia Brittanica 2000).* A mismatch occurs between recent developments (i.e. the nation-state) and a "culture", developed and existing for at least centuries. Another critical point is the continued and evolving changes in form and appearance of the nation-state in the contemporary era. New nation-states are formed after the implosion of the Soviet-Union, and the outcome of the Balkan wars. The older nation-states founded by the end of the 19^{th} and the early 20^{th} centuries, recently experienced not only substantial changes in their physical borders but also the ethnical and racial mix of their population. Additionally, there is no distinct, separate "culture" for each nation-state, since there is no necessary connection and alignment between a political entity, as a construct and culture. A vast part of the contemporary nation-states is composed of multiple cultures and a diversity of sub-cultures. What is more, according to Huo and Randall (1991), and Peppas (2001) the same cultural group may span in various locations and exists in several nation-states. As argued by Tayeb (1994, p. 431) "Throughout history, national political boundaries have been arbitrarily drawn, cutting across cultural/linguistic groupings". The nation-state is essentially a Western invention. Elsewhere, on other continents, it is a novelty and corresponds even less to any idea of cultural homogeneity or identity.

Another point of discussion, which does not find supporters among authors of cultural and anthropological research is Hofstede's view of culture as the identifier and differentiator of a single group/category from another. Hofstede's point of view is seen as a “static synchronic version” by contemporary scientists (Billing & Alvesson, 1994 p. 659). McSweeney (2002) argues that Hofstede defines culture in a national basis as it is assumed that cultures are determined by nationality and there is no differentiation within NCs. According to him, extreme singular theories such as Hofstede’s concept of NC are heavily debatable. Hofstede’s conflation and one-level analysis excludes the consideration of existing interplay between macro level and micro levels of culture, as well as between the cultural and non-cultural. Baskerville’s (2003) review identifies three main problems. The first is the assumption of equating nation with culture. The second is the difficulties of, and limitations on a quantification of culture represented by cultural dimensions and matrices, and the third is that the position of the observer outside the culture can cause possible alternatives and/or multiple explanations of national differences in statistical systems. A cultural diffusion and the dynamism of both national and ethnic shifts may be problematic where identification and indexation of culture is concerned. As argued by Kahn (1989, p. 13) “culture is contested, temporal and emergent”. The prevailing view on culture is still a subject to interpretation and re-interpretation, and is developed and re-developed in social interventions. Relationships between NC values and work-related cultural values and attitudes, as found by a growing number of researchers, is not reviewed and explained well.

In contrast to Hofstede’s approach and opinion, recent history gives evidence to the conclusion that his concept of assuming a “unilateral” culture cannot be applied to each country or nation, without further consideration. For example, Hofstede considered former Yugoslavia as culturally homogeneous nation but in the 1990’s it disintegrated violently in separate states. Following Hofstede’s premise and claims, it could have been assumed that each of the separated states kept their NC’s similar to each other. However, Serbia, Croatia, Slovenia, Kosovo, Bosnia-Herzegovina, Montenegro and Macedonia (provinces of the former Republic of Yougoslavia) are divided along different lines, such as history (Habsburg, Ottoman, Greek, and Italian), Ethnicity (South-slaves, and to a much lesser extent Saxons, Greeks, Jews and Roma), Religion (Catholic and Orthodox Christianity, and Islam) and Language (Servo-Croatian, Slovene and Albanian).

In their review of studies, Yeh and Lawrence (1995) argued that for understanding the complex interrelationships between culture and economic development, the Hofstede model was not really helpful. In conclusion to Hofstede’s work, it can be argued that there is no “unbreakable” alignment between the nation-state and culture. Since many nation-states have no common base in race, culture and/or language, many of the research undertaken on NC, their approach and subsequently the outcome in many occasions are simplistic and ignorant towards a variety of other, important factors. The concept of NC is not meaningful, since nations are presented as single-entities, both from a political and a cultural point of view. It is an excepted and basic subject for cross-cultural research that in the majority of the research on nations, a variety of cultural indications have been identified.

In the underlying research the position is taken that the causal connection between the Nation State (nation) and a single culture is not testified and accepted. Consequently, in the underlying study it is accepted that groups of people, who have common historical experiences, memories and live by and large on the same territory should be recognised as "culture" or "sub-culture". Indifferent if they are settled on the territory of a nation state (country) or scattered across the borders of two or more nation states (countries) we still identify the "groups" mentioned as "cultures" with their significant attitudes, norms and behaviours.

2.3.2 Contrasts in National Cultures: Russian and Western perspectives

Russia opened its economy after the implosion of the Soviet Union and the collapse of the communist ideological system in the 1990's and has attracted the interest of Western (and global) Foreign Direct Investment (FDI), since then. The country has a vast territory with a population of approximately 145 million inhabitants and an overwhelming reserve of natural resources. At the same time, it is confronted with a weak legal system (Lyubimov 2016), a not-diversified, volatile economy and after some experiments with democracy and a liberal and free-market economy in the nineteen-nineties. From 2000, it has been ruled by an authoritarian government emphasising "vertical power" aimed at improving and maintaining the large State's influence in the domestic economy. Corruption is well spread and elaborated in all levels of the public administration and their institutions.

Frequently observed and noted contrasts are remarkable and highlight the substantial differences between Western and Russian cultures, making the latter difficult to understand by Westerners. Russians and Westerners differ greatly. Merely not only in their NCs, but also in the backgrounds they are coming from, stemming from the ideological, religious, economic, political attitudes to the inherited social systems (Michailova, 2000). For understanding Russia from the Western perspective, it is necessary to dig in Russian history, to the era of the earlier Tzars, when a grass root movement was developed from the mediaeval period as a typical Russian communitarian phenomenon.

The Russian Communitarian Value System (RCVS) is a socio-cultural system, which can be seen as establishment of the communitarian system in Russia. The collective is characterised by the emphasis on the importance of the group rather than the individual and is still the organisational form in which RVCS is embodied. Collectives (Obshchina) are rooted culturally and stemming from the period of the Kievan Princedom of Vladimir (10th century A.C.) in Russia. They constantly served as an indispensable vehicle in survival's struggle and a modus in the communitarian decision-making process (Dewey & Kleimola, 1984). The communitarianism assumed being bounded together, sharing values, loyalty, mutual support and being knitted closely in work groups (Vlachoutsicos, 1998). Another cultural phenomenon is the choice for and acceptance of Christian Orthodoxy, in coherence with the ruler's power, as originated from Byzantium in the end of the tenth century (988). In majority, as instigated and contributed by the religion's choice.

Russia was relatively isolated from the remaining part of Europe and the Latin civilisation. That isolation determined the larger part of the subsequent cultural and historical development of the Russian Empire. As a consequence, the ethnicity and culture of Russia are closely knitted with the Russian version of Orthodoxy, which has been the State religion for Russia for almost thousand years. Nowadays, albeit not officially, the Russian State and the Russian-Orthodox church are still on arm's length.

Unlike the Western world's focus on individualism, the Russian society has been and is dominated by ruling elites, the Tzars, Nobility, Landowners, the Communist Party Leaders and authoritarian governments. Russians grow up in a society with a lack of personal freedom and get accustomed to it. For over a millennium, the Russian Orthodox Church has stressed the obligation of subjugation to the authority and the individual subordination of interests to the common salvation (Puffer & McCarthy, 1995).

The collective nature of Russian society is shown by the existence of in-groups, i.e. with the motivated characteristic preferential treatment of in-group members, as argued by Brewer (1999). The centre of each in-group is the individual, who develop a distinctive stance and attitude towards and in outward direction. The first in-group is the nucleus family, followed, in sequence, by the extended family, friends and neighbours and is possibly limited to subsistence level in underdeveloped regions, e.g. in rural areas. In the more industrialised cities and Regions, the in-group can be extended to the workplace and unnumbered business relations (Triandis, Bhawuk, Barley & Erez, 1997). For being successful, Westerners should be informed, educated and prepared regarding the focal factor in the *Russian mentality* features (Denison, 1997; Shmulyar Gréen, 2013).

Hofstede applied his dimensional framework to Russia several years ago. In the recent researched scores published by the Hofstede Centre (www.itim.org, 2016) there is an in-depth overview of the Russian culture and its comparison with other cultures. Despite the critical notes, supported by the researcher on Hofstede's approach, in which NCs and nation states are inextricably connected and intertwined, Hofstede's researched dimensions on Russia are accepted. The main reasons are the lack of availability, the accessibility and/or the non-existence of research on cultural issues for each of the Republics and Regions in Russia, separately.

The scores for Russia on the Hofstede dimensions are described below.

Power Distance score is very high in Russia (93) especially ompared to Germany (35) and the Netherlands (35). It reflects the situation where holders of power are extremely distant in society. The great discrepancy between the less and the more powerful persons, leads to a prominent use of status symbols. Behaviour should reflect and represent the status roles in all areas of interactions. The approach should be top-down and provide clear instructions for any task.

Individualism-Collectivism score in Russia is 39. This score is rather low compared to Germany (69) and the Netherlands (80). The fundamental issue, addressed by this dimension is the degree of interdependence a society allows among its members. In collectivistic societies, people belong to "in-groups", demanding loyalty in exchange of care and "inclusiveness". The "nucleus" family is extremely important in survival, obtaining information, to be introduced to powerful networks. Communication is on personal basis, authentic and trustful towards the recipient.

Russia's score on *Masculinity – Femininity* is 36. This relatively low score (Germany 66, the Netherlands 14) may seem surprising in regard to the preference for status symbols, related to the High-Power Distance. In working conditions, as well as in meeting with strangers, Russians understate their personal achievements and capacities. Dominant appearance is accepted when it stems from the first-in-command, the leader, but is not appreciated among colleagues and peers.

Uncertainty Avoidance is quite high in Russia (s95), compared to other cultures (Germany 65, the Netherlands 53). A seriously complicated bureaucratic system has been established and is in general treated with respect and caution by the majority of the citizens. Russian society deals with the ambiguity to the unknown future with experience of a threatening anxiety, twofold: should we try to control the future or just let it happen? For example, presentations are either not prepared or extremely well-detailed in planning and briefing. In negotiations, Russians prefer to receive detailed context and background information, to avoid any uncertainty. Feeling threatened by the unknown, strong institutions and engrained beliefs are established barriers to avoid the confrontation with any societal uncertainty.

Russia's score on the *Long-term Orientation* dimension is 81. This is rather high as well, compared to other cultures (Germany 83, the Netherlands 67). With this score, Russia shows to be a country with a pragmatic mind-set. In dealing with the past and the future, while maintaining the connections with the history of the country, Russian culture, in general, prioritises the existential believe that truth depends really much on situation, context and time. Russian citizens learned from their experiences in the past decades and adjust themselves to changing conditions with no voiced opposition in the public sphere and, at the same time, keep maintaining and cherishing traditions. There is a thriftiness and perseverance in achieving results and a strong direction to acquire short-term benefits but, rather in contrast, also in saving and investing.

Russia scores rather low (20) on the *Indulgence-Restraint* dimension (Germany 40, the Netherlands 68). Societies with a low score in this dimension tend to cynicism, pessimism and negativism, in contrast with indulgent societies and cultures. People with a restraint culture orientation have the perception that their activities and actions are restrained by social norms and don't feel comfortable while indulging themselves. No much emphasis is put on the control of gratification for themselves and on the pleasure of enjoying leisure time.

In the underlying study, the option is to formulate recommendations for the effective and efficient transfer of managerial knowledge, among other approaches, based on the dimension's scores of Hofstede applied to Russia.

However, it should be taken into consideration that despite the fact that ethnic Russians are the majority of the population and the Russian language is the "Lingua Franca" of the Russian territory, the Russian nation is a multi-cultural construct, consisting out of in total 89 republics and autonomous regions. There are nearly one hundred officially registered ethnic and indigenous communities and tribes. Hofstede, with his approach to study culture on the national level only, neglects this fact. Additionally, despite the predominant position of the Orthodox Christianity in Russia and the intertwined relationship with the government and state institutions, a variety of religious dominations are allowed and present in Russia. In reaction to Hofstede's position, the researcher of the underlying study shares the opinion of Bergelson (2003), Beugelsdijk, Mazeland, Onrust, van Hoorn and Slangen (2015), McSweeney (2002) and other authors, according to which Russia should be partially or fully valued by the assumption that there is not a unified Russian NC, but rather a multi-ethnic, multi-religion, tribal and clan-oriented assembly of variances of cultures, despite the fact that the Russian State institutions use the dominant position, e.g. through the media, to promote all-Russian heritage, traditions and way-of-life. In this study, all efforts are made to specify regional cultural effects and their influences on the trans-boundary KT process by conducting research on organisational level with involvement of recipients and questioning the relevant norms, attitudes and behaviours concerning the KT process in their organisations. Organisations with a variety of ethnic backgrounds, widely spread over the vast territory of the Russian Federation are included to grasp a realistic blueprint of the process of KT all over the country and in a diversity of environments and circumstances.

To conclude from a management consultancy perspective, for being able to transfer knowledge to and from Russian organisations, commitment is mandatory. To accomplish the position of vital profitability and competiviness in the longer term, the openness, the willingness and the ability of the recipient's culture is essential. To establish social interaction between actors is a decisive factor for an effective KT. The Hofstede's dimensions, as the outcomes from the research in, and extracted from the overall Russian society will serve as a bottomline in the ongoing research. Despite the well-founded objections against Hofstede's acceptance of the indentification of cultures with the concept of nation-states, data on cultural dimensions acquired in Russian society, other than Hofstede's, are rather scare or not available. Forced by circumstances, among other findings, Hofstede's dimensions on Russia are accepted as a foundation for the field research, carried out in Russia.

2.3.3 The model of Trompenaars and Hampden-Turner

The Trompenaars (1998) framework is mainly based on the cultural and personal "value dilemma", identified earlier by Parsons, Shils and Smelser (1965). It includes subjects addressing seven dimensions of cultural valuation, five of which, namely (i) Universalism versus Particularism, (ii) Individualism versus Collectivism, (iii) Achievement versus Ascription, (iv) Neutral versus Affective and (v) Specific versus Diffuse are derived from Parsons et al. (1965). The remaining two dimensions – (vi)

Internal versus External communication and (vii) Time orientation are primarily mentioned by Kluckhohn and Strodbeck (1961) but derived from Rotter (1966) and Cottle (1968), respectively. The core idea on which the authors have constructed their model is that culture consists of basic human norms, values and assumptions. These norms, values and assumptions have been developed (and are being developed) inter-subjectively. Even if they must provide meaning for careers to be of any significance, they are still mainly unconscious. They have an impact on behaviour, organisational (or equivalent) climate, and other cultural manifestations, but they are non-material and non-behavioural in themselves (Bjerke, 1999). Acting as researchers and management consultants Trompenaars and Hampden-Turner (2005) argue that their model gives insight in cultural diversity, especially in MNC's and provide explanations to avoid misunderstandings based on cultural values and attitudes. The dichotomies described in their "*Seven Dimensions of Culture"* model enlighten distinctions between NC's.

Universalism vs. Particularism dimension divides NC's based on the (relative) position of rules and laws as opposed to individual relationships. Particularistic, or pluralistic societies focus on human friendships more than on laws and formal rules. Examples of strict universalistic countries are the US and Germany, while China and Russia are proponents of the more particularistic (pluralistic) societies.

Individualism vs. Collectivism (communitarianism) (discussed also by Hofstede) divides societies by their tendency to give relative weight to individual or group interests. Personal welfare, fulfilment and happiness are important in individualist societies, where members are directed initially to take care of themselves, first. To the opposite, in more collectivistic oriented societies the interest of the community is regarded as more important as the individual. An example of a strict individualistic society is the US while Japan is a strong collectivistic oriented country.

Achievement versus Ascription is based on the distinction of how societies distribute authority and status. Accomplishments of the personal status is the tendency in achievement-oriented societies, while in ascription-oriented societies the status ascribed based on social position, wealth, gender, age and similar conditions, the extensive valorisation of titles to clarify status in society and organisation, is important. In these societies, hierarchy-driven respect for superiors and seniority is present. Achievement orientation, to the extreme, is found in the US. While in contrast, the Russian and Chinese societies show a strong ascription orientation.

Neutral versus Affective dimension is based on the view how societies validate the expression of emotions (in public). Societies with a tendency to neutrality in showing emotions by their citizens are characterized as not revealing the personal thinking and feeling. Hiding emotions and a self-possessed control over gesturing, feelings and/or facial expressions and lack of physical contact are valued. In dichotomy, societies with an affective orientation are characterized by transparency and verbal and non-verbal expressions of feelings and thoughts and an easy flow of the admiration of emotions and the delivery of dramatic statements. Japan is an example of a strong neutral oriented country. In contrast, Mexico can be labelled as a society with a strong affective orientation. With respect to the Russian attitudes towards this dimension, generally a split in behaviour can be noted. In the public sphere, Russians act neutral, reserved and on distance but show emotions, share feelings and thoughts without any barrier in the nucleus family or among friends.

Specific versus Diffuse dimension is oriented to the extent in which individuals engage in single or multiple sections of their personal lives. Specific-oriented societies show the tendency of their members to a clear separation of work and personal lives. Also, each social group in this type of society shows different approaches to authority inside the group. Contrasting, members of the societies, characterised as diffuse-oriented, consider the separate elements of their life as connected, interrelated and emphasise that there is no exact difference and separation between the work-related area and the domain of personal life. A highly specific society can be observed in the US. In contrast, China, and to a certain extent, also Russia can be designated as examples of medium- and highly diffused societies. *Internal versus External* dimension relates to the effect of the environment on people's lives. Societies with an internal or inner-directed orientation have a mechanistic approach to nature. They believe that nature is complicated and can be controlled with appropriate expertise. Additionally, members of internally oriented societies tend to have more outspoken, dominating attitudes and are reluctant of any change. On the contrary, members of outer-directed or external oriented societies have a more organic approach to the nature and the preferred mind-set is learning to live in agreement with nature and to adapt to the external situation. In general, they show a more flexible and adaptive approach and are at ease and ready to compromise with changes, to avoid disturbance and achieve harmony. Russia would be an example of an internal oriented society, while the Benelux and Scandinavian countries are more external oriented.

Regarding the *Time Orientation* dimension, Trompenaars and Hampden-Turner (2005) argued that there were two directions in which societies respond to the time. Related to time orientation, they mentioned the *Sequential versus Synchronic* dichotomy in regard with the members' orientation towards the assigned position of the past, present and future. Societies distinguished on the base of the members' preference for sequential approach prefer to do a single activity at a time and are strict in planning and scheduling. On the contrary, synchronic society's members consider time as intangible and more flexible and tend to do a number of activities in parallel. They are ready to select actual activities based on upcoming priorities on their "to do" list, neglecting or following loosely to agreed schedules and confirmed agendas. Another distinction is the difference between the *past, present* and *future* oriented societies. Societies with a past-orientation, estimate the future as the irrevocable repetition of the past experiences and events and are bound to referrals to and glorification of origin of the own family, the (family) business, history and the national heritage. They are motivated by the desire to re-create and restore a "golden" century in history. Predecessors, ancestors and senior persons are shown respect and all positions and events are placed, viewed and discussed in a historical context. Present-oriented societies and their members are not giving much weight to the past nor future and are mainly dedicated to and orientated on current and actual directions, activities and goals, which are estimated as the utmost importance. Good planning, interest in present networks, relationships and orientation on the actual situation in the terms of contemporary style and impact is present in theses societies. In contrast, societies with a future-oriented attitude do not see the past as having a major significance in the determination what is to come in future and are focused on and characterised by deliberations on prospects, aspirations, achievements to come and potentials.

Ralston, Holt, Terpstra and Kai-Cheng (2008, p. 23) reported that their findings "substantially support the cross-vergence with cultural-dominant and suggest that the concept of global corporate culture can be feasible in the long term, especially if cross-convergence proves to be a transitional state, and values assimilation is a mutual process". However, in this study it is argued that these findings are not particularly supportive for the global organisation concept in the short term, especially from the perspective of differences at the sub-dimensional level. There appear to be too many work value differences to make this concept presently realistic. Thus, these findings better support the multi-domestic approach as a reasonable strategy for international business today (Hofstede 1994 a). This implies that focusing effort on understanding and coordinating the different cultural values would be a more beneficial strategy than trying to force-fit them into a single corporate culture.

Giving room to local influences in case of a multi-national organisation's subsidiary seems to be a more effective approach than pressing all into a single (corporate) mould. According to Smith (2011), it is requested to take into consideration the reasons why nations vary in the extremity of their dominating communication styles. It is widely accepted that the basis for the contrast between collectivistic and individualistic nations lies in the strength and nature of the bonds between individuals and groups. What might be the distinctive and, heretofore, neglected principle that drives differences in communication?

Communication is the essential mode to "bridge" cultural differences and to establish cultural awareness. As argued by Bennett, Bennett and Allen (2003) and Bennett and Bennett (2004), there is a gap in communications styles between cultures with "collective" or "individual" orientation. The readiness and willingness to share knowledge with fellow workers inside or outside the own community is an example where the "communication gap" is manifested (Szulanski, 1995). "To answer the question on the readiness of sharing knowledge with co-workers, we may do best to focus not on convergences between East-Asian moderation and collectivism but on the communication styles that prevail in the rather more collectivistic nations scoring at the extremity pole of the present analysis. Although, there is no relevant empirical data, the nations scoring on extremity are among those often considered to be "honour cultures" (Smith, 2011, p. 230).

National pride, traditionalism and chauvinism also support an atmosphere of pre-occupation with resistance to threats from outside, while nations, more involved in modernisation are more directed in maintaining the in-group harmony.

To conclude and to adopt a single approach for researching the attitudes, values and behaviours in the process of KT, it will not be satisfactory to acclaim a full scope on all decisive elements in the organisation's KT processes. It is purposeful to develop an individual, "customised" and adjusted "research framework" for the underlying study and mainly constructed out of the selected approaches of the authors, mentioned before.

Within the present study, an attempt is made to identify the "manifest" and "latent" behaviour, attitudes and beliefs of the studied population, by considering among others the Hofstede's (1994 b); Hofstede, Hofstede, Minkov and Vinken's (2008) *Value Service Module* (VSM) and the Trompenaars and Hampden-Turner's (2005) *Seven dimensions of Culture*, as instruments for explanation. Despite the well-founded critical remarks on Hofstede's six dimensions' model, his approach will be partly and selectively applied in the research of the influence of NC on the OC.

Supporting arguments are that Index Scores Estimates for Russia from Hofstede are available for comparison and the fact that this study is aimed at understanding the KT process and the level of obtained SVC, therefore, its object is not on the NC level but on the external and internal level of OC's.

Additional models and directions (Action Research and the "Competing Values Framework") will be included in the following parts of the thesis, to reach more rich and diverse oriented research question(s), dedicated to the level of OC. As explained by Smith, Dugan and Trompenaars (1996), an initial survey in Russia using the Trompenaars *Culture Values* Questionnaire (CVQ) was conducted in the framework of the research project among a sample of organisational employees originated from 43 countries. Since the underlying study is focused on the process of transfer of (managerial) knowledge towards and inside Russian organisations, some attention is given to the specific conditions in Russia, regarding the possibilities and obstacles for surveying in the Russian cultural environment. Research by Bergelson (2003) listed a summary of cultural related topics for Russia, to be taken into account, while preparing any survey and emphasising the need for intercultural sensitivity and culturally mindful communication. Especially the careful and controlled translation in to the Russian language is of great concern. Despite the barriers and bottlenecks regarding surveys in Russia, the Trompenaars CVQ tool (partly) in combination with other research tools will be implemented in the underlying research. Testa (2008) argues that several theoretical constructs provide support for such relationship, as well as direction for developing hypothesis. Evidence of the presence of a "Fit" (close relation) between NC values and the managerial practices in an organisation supports this argument (Newman & Nollen, 1996).

2.4 Social space and pluralism in Russia

This study is focused on Russia also because of the work experience, combined with the business in and personal orientation of the author/researcher in that country in the past twenty-five years. The experiences gained with KT processes in cross-cultural environments in the attempt of adding created sustainable value to business processes, are exemplary and highly motivational for conducting a research. In the field of the methodology, applied in social and behavioural research, influential developments, changes, and breaking new grounds have been occurred over the recent decades.

As argued by Petrone (2011, p. 166) "modern political societies all inevitably exposed to a certain degree of pluralism, directly linked to the processes of social differentiation and economic development, characteristics of modernity, the integration into the global economy, in addition to material benefits, inevitably implies a greater exposure to external influences". Russia encountered the growth of a stable middle-class in society in the framework of an organised, limited and controlled *social space.* Company owners, entrepreneurs and managers in Russia are aware of the boundaries of pluralism and the accepted level of free movement in managing their enterprises.

This research focuses on "for-profit" organisations in the Russian Federation, operating both in business-to-consumer and in business-to-business markets, mainly on the SME level. The selection criterion is the involvement of the organisations as knowledge recipient in one or multiple advisory processes, involving (foreign) consultants, in the recent decades.

Developments, presently visible in Russian society are not new and are largely rooted in the traditional ancient culture. For example, back in the 18^{th} century Peter the Great (1672-1725) used to tell his ministers that "everything, what seems new or is new, even if it is good or necessary, will not be accepted by the people unless they are forced to do so" (Massie, 1982, p. 656).

Without considering the background of the historical and current developments, tensions and clashing cultures, (foreign) advisors, consultants and professionals in their "métier" are in danger of finding themselves in "cross-cultural" minefields. They frequently face the existence of double agendas and situations where their motives are considered doubtful. The existence of such pitfalls and minefields makes it necessary to discuss two issues. The first is, that when originated from foreign countries, the consultants' awareness and knowledge about Russian Management is limited and fragmented. The peculiarities of its rapid development in the growing free market (neo-capitalist) conditions existing in the Russian Federation are predominantly unknown. The second issue is, that the transfer (translation) of managerial and business oriented knowledge is not a one-way process anymore, as it was a common practice in the 1990's. It can be predicted, that exchange of knowledge, information and understanding will be the "buzzword" in the relationship between the outside world and Russia in the upcoming years, despite political frictions and the lack of mutual cultural awareness.

More ingrained and detailed research is requested, especially with regard to the mutual behaviour, assumptions and motivations of the actors in the KT process. It can be concluded that clear understanding of the causes of existing obstacles and misapprehensions will raise the opportunity to position (foreign) consultants better and significantly enhance the effectiveness of interactions with the Russian managers (Holden et al., 1998; Gurkov, 1999).

Since the current research is focused on the for-profit organisations in the Russian Federation, it should be acknowledged that, despite the growing interactions in the past decades, there still is a distant captivity, even though it mainly exists in the minds of people. There is still an invisible obstacle resulted by the mind-sets, which is separating Russians and the representatives of the free-market economies. As far as this research is focused on Russia, the multi-ethnic culture is taken in consideration. In the following section the specifics of OC in connection with the process of transferring managerial knowledge is addressed (Hill, Frimston & Sitco-Lutek, 2003).

2.5 Organisational Culture in the Knowledge Transfer process

Much has been written about the impact of culture on organisation's effectiveness (e.g. Schein, 1985, 1992; Quinn, 1988). In the following section the contributions of authors from diverse directions and positions are presented, discussed and analysed. Special attention is paid to the role of OC on the process of managerial knowledge and skills transfer.

It is clear that the concept of cultures in an organisational environment is linked to the recognition of the cultural perspective in organisational settings. But what exactly does the organisation's cultural perspective mean? Borrowed and initiated from anthropology (with no consensus on a leading definition) surprisingly, there is a larger variation in applications within the study of organisations. How significant can be the evaluation of the concept of culture for organisational study? Researchers basic assumptions constructed around both "organisation" and "culture" are leading to different approaches regarding the connection between "organisation" and "culture" (Smircich, 1983).

NC is important in the workplace because of the common beliefs, ideas and attitudes that develop among groups. When an individual with a strong ethnic culture enters the workplace, their past experiences impacts their perception of the environment. Previous research by Kattman (2014) emphasised that NC is often dominant over OC, which, however, can be negated in case of a strong leadership. National cultural values, characteristic of the environment where the organisation operates, may have greater influence on management and leadership style than manager's personal values and situational variables. This may be a result of isomorphism and the fact that business wants to be successful. According to Woywode

(2002) isomorphism suggests that institutional differences tend to diffuse with one another over time, causing the decrease of those differences. Companies across the globe are struggling to increase their competitive edge. The continuous improvement methods and tools may be spreading through benchmarking and communications of company successes. In the past, NCs may have biased company efforts. With company leaders, striving to increase company performance, the OC, driven through business and management practices now appears to take precedence.

Mojic (2003) brings the managerial behaviour in Serbia as a good example of such orientation. Specifically, research data about NC in Serbia confirmed the facts from Hofstede's study of having High Power Distance and Uncertainty Avoidance, and Low Individualism and Masculinity. However, unexpectedly the Serbian managers appeared to have higher scores on Power Distance, Uncertainty Avoidance and Collectivism than non-managers. Only on the Masculinity dimension the managerial sub-culture was found less "feminine" in comparison to value orientation of the other employees. Leadership in the Central and Southeast European cultures is in many occasions intertwined with a strong "masculine touch". Managers, not behaving and acting in accordance with masculine approach and settings, are regarded as "weak" and encounter all sorts of difficulties and obstacles to perform the requested standards.

According to Gerhard (2009) there are two approaches towards the importance of differentiation of OC. The Resource Based View (RBV) emphasised the importance of differentiating OC and style of leadership as paths to sustained competitive advantage. In contrast, the contextual view argues that OC is largely determined by the environment and highlights the role of other, industrial forces such as NC. On average, the conceptual analysis and re-analysis of empirical evidence does not support the hypothesized strong role of NC as a constraint on OC. Therefore, organisations may have more discretion in choosing whether to localize or standardize OC and related management practices, than is suggested by conventional wisdom. An argument for a situational approach to OC is that the influx of the close environment has more impact than the overarching influence of a national culture.

In their latest study Sasaki and Yoshikawa (2014) extended the current state of cultural investigation in the domain of international business. In identifying the main criticism of current knowledge, this study focuses mainly on overcoming assumptions concerning the monolithic nature of NC and recognises the limitations associated with the problem of spatial reductionism in intra-national regional cultures and with introducing it as a unit of analysis, borrowing the concept from the field of economic geography. The monolithic nature of NC as assumed and defended by a number of scholars as Hofstede (1980) showed to be a rather simplistic view on the reality, working with average outcomes. Based on more advanced research techniques, inside a national population, more strata can be recognised, identified and questioned. As argued by Frenken and Boschma (2007, p.635) "The dynamic character of the organisation, acting as an *agent of change,* is targeted on the accomplishment of ensured SVC through the successful implementation of KT".

Denison (1997) and Denison et al. (2012) who conducted a research on OC and organisational effectiveness, suggests that every organisation has its own way of doing things that influences virtually every aspect of working life. Thus, OC refers to the underlying values, believes and principles. It serves as a foundation for an organisation's management system, as well as the set of management practices and behaviours that both exemplify and reinforce those basic principles. Some aspects of OC, such as individual behaviour and group norms, are very visible. "working hard", "dressing conservatively" or "acting friendly" are aspects of culture that are easy to observe. Denison argues that the *invisible* assumptions represent other aspects, such as values and core beliefs. Examples are "being honest and ethical in transactions" and "going beyond customer's expectations".

Table 1: *Comparison of Models: The Denison Model vs. Other Cultural Oriented Models*

DENISON MODEL	OTHER CULTURAL ORIENTED MODELS
Behavioural based	Often psychologically or personality based
Designed and created within the organisational environment	Often designed and created within the academic environment
Linked to bottom-line business results	Often unclear about specific links to business results; little if any research conducted placing cultural elements in relation to performance
Fast and easy to implement	Often extensive time is required to implement assessment and/or interpret results in the organisational context
Applicable to all levels of the organisation	Specially designed for either top level or front lines implementation

What are the relationships between (organisational) culture and knowledge sharing? The types of relationships between these two categories are based on a double-sided statement. On one side, it is a conceptual (or internal) relationship, characterised in reciprocity: knowledge defines culture and culture defines knowledge. On the other side, it is the influencing (or external) relationship, such as exponents of the conceptual direction ("Culture = Knowledge"). Cleland and Bidanda (1990) identifies knowledge as a component of culture. According to them, an OC is the milieu of beliefs, customs, as well as knowledge practices and conventionalised behaviour of a specific social group. According to Schein (1985) who put an equality sign between culture and knowledge, knowledge refers to solutions that a group accepts as valid within that group. However, although culture is knowledge and knowledge is culture, knowledge and culture are not identical.

Organisational climate and organisational structures are also influencing the effectiveness of KT, as argued by Chen and Huang (2007), especially when the organisational structure is less formalised, more decentralised and integrated. OC can be described as a set of beliefs, values, and assumptions, which are shared by members of an organisation (Schein, 1985).

Using the term "transfer" means including a term, describing a process that should have a certain direction and goal. Sometimes it is evitable that it has to be one-way, such as in technology transfer. However, in case of diversity, e.g. knowledge not being a commodity and having a "social" component, an effort is required (Berger & Luckmann, 1991). "Translation" should be a better description for the result of mutual knowledge creation, collaboration between parties acting and changing positions as transmitter and receiver, in which each party is influenced by the other. The ultimate state is described as "adaptation" in which actors jointly develop a new approach to the bi-directional exchange of knowledge. Czarniawska-Joerges and Sevon (1996) argue that a relevant model of "translation" can easily be divided into two aspects or directions labelled as "cross-cultural translation" and the "translation within a culture". Additionally, according to McGill and Slocum (1994) culture also affects the recognition of the value of knowledge.

The suggested link between OC and organisational performance (e.g. SVC) is fallen short of giving evidence of a causal effect, connecting culture to performance. (Boyce, Nieminen, Gillespie, Ryan & Denison, 2015). However, a reciprocal relationship between culture and performance is when both are caused by another (third) variable. A "Learning" culture values knowledge differently compared to a “knowing” culture. (McIver, Lengnick-Hall & Ramachandran, 2012) Additionally, authors distinguish an “understanding” and a “thinking” cultures (McDermott & O’Dell, 2001). Since there is a common agreement that OC evolves slowly over time, a topical theory and research is rather non-existent on temporal lags in the relationship between the development of an OC and “performance”. Culture shapes the development of the knowledge processes and affects its valuation, as shown in the appreciation of the creative aspects and form of knowledge. This type of causal relation does not implicate the question how an organisation favours knowledge but focus on how the knowledge is appreciated. According to DeLong and Fahey (2000) culture influences the development of knowledge processes. Mutual trust, intrinsic motivation and the openness to see, as well as the readiness to solve problems by the introduction of new insights and solutions are culturally oriented conditions that can affect the progress of knowledge processes significantly. Davenport, DeLong, and Beers (1998) indicate that culture also frames the organisational context of knowledge processes. For example, culture influences the adaption of processes such as knowledge sharing, knowledge development or retention. The KM literature puts a major emphasis on the featured form of connections between culture and knowledge. As a general rule, authors support the idea that the right conditions for knowledge development are and have to be created by culture. Faith, an unconditional openness, and a curiosity to learn are based on cultural peculiarities. Culture also determines the level of acceptance of KM, as well as the acceptance of making mistakes and not being followed by punishment of any sort, but regarded and valued as a learning opportunity and a strong option to learn (DeLong & Fahey, 2000).

In organisation’s management model, culture plays an important role. For example, according to Kanter (1996) in cultures where knowledge sharing and learning are appreciated, a directive management style is not appropriate. As presented in Kanters’ Organisation’s Management Model, culture has a severe influence on the acceptance of knowledge sharing. To put it differently, it affects the acceptance of actively managed knowledge processes by other stakeholders, except the knowledge partners themselves. According to Lam (1997), culture also has an influence on the specifications of KM interventions. It co-decides the level of faith and trust members of an organisation will meet, as well as who should introduce KM interventions. Leadership’s focus and style of management are stipulated by the cultural environment, together with the actual specifications of management directions. The cultural approach to reward or expression of appreciation also plays an important role in the development of a “learning” community (Hendriks, 2004).

Culture as a group phenomenon depends on individuals. Insight in the role of the individual is in at least three ways useful when considering culture as a group phenomenon. First, a diagnosis of the role of individuals is important as it may show how strong group culture is and to what extent group culture influences knowledge sharing. Second, every individual is a member of more than one cultural group, partly within and partly outside the organisation, and their culture materialises at the crossroad of those cultures. Third, Assessing the role of the individual in the OC involves assessing the cultural involvement of that individual (Hendriks, 2004).

The way any organisation is inclined to do and to behave, influences nearly every sector of organisational life. Hidden values, beliefs and attitudes serve not only as basic constructs for the style of management and the approach in adopting knowledge from external resources, as well as disseminating internally acquired knowledge by experience. Moffett et al. (2003, p. 24) argue, that “Organisations that fail to shift cultural attitudes will not remain knowledge focused”. In case of trans-boundary KT, each of the elements of the chain is affected by the NCs of transmitter and receiver. The impact of culture on organisation’s effectiveness has been argued also by Glisby and Holden (2003). “One of the problems in the KM literature is that authors give the impression that KM operates in a kind of unitary vacuum, in which diversity in terms of language, cultural and ethnic background, gender and professional affiliation are compressed into a giant independent variable, which is in any case pushed to the side” (Glisby & Holden, 2003, p. 29).

According to Hogan and Coote (2014), the understanding that organisations are social and psychical constructions maybe helpful in designing, shaping and implementing the process of innovation and performance. Schein (1985) presented a framework for thinking about OC and initiating cultures of innovation. Based on this framework, an empirical model was developed that shows how distinct layers of OC support organisational performance. Schneider, White, and Paul (1998) listed fundamental reasons to put distinct layers in place, in order of importance. First, all organisations are fundamentally living social organisms. Second, OC is more powerful than anything else. Third, system-focused interventions work constantly and fourth, interventions, clearly tied to business strategy, work definitively.

Empirical support is also delivered by the findings of Gregory, Harris, Armenakis and Shook (2009) who unveiled a positive relationship between group (organisational) culture and client satisfaction. According to the authors, the relationship between transmitter (organisation) and receiver's (client's) satisfaction reinforces the distinction "that organisations, which value their employees are able to provide better service than less supportive organisations" (Gregory et al., 2009, p. 673). The organisation's culture relationship with receiver's satisfaction supports also the hypothesis that the group domain has a significant impact on the effectiveness of the organisation. The studies also suggest that balanced OCs achieved higher levels of receiver satisfaction than less balanced ones (Denison, 1984, 1990).

Hollinshead and Michailova (2001) emphasises the necessity for a reappraisal of the learning circle. They argue that thinking, experiencing and reflecting are interconnected elements of a socially mediated process and do not function separately. This approach to learning is helpful as it suggests that post-command-control managerial mind-sets have been strongly influenced by the surrounding political and cultural climate. In the management sphere of the command-control economy, risk taking was viewed as irrational and unwelcome. In seeking to comprehend the western tendency to discount the value of existing managerial skills and attributes in Eastern Europe, it is necessary to locate economic and political forms of rationality within rather ideological regimes. For the Westerner, looking into the post-socialist mentality, perceptions must not be conditioned by the grounded position of the observer, within western economic systems of logic. In-depth awareness and insight of historical developments can be seen as a "condition sine qua non" for a successful transfer of managerial knowledge in trans-boundary environments, e.g. the transfer process between actors, originated from the former "command-control economies" and their counterparts, educated and practicing in the "market-oriented" economies.

The results and effectiveness of the researched cross-border transfer of business knowledge depend on and are facilitated by the capacity of the transmitters and the recipient organisations. In addition, it is important for the recipient to have a qualitative ACAP to exploit and to internalise the presented knowledge. Whereof the lack of ACAP among the transferees has been theoretically argued by Siggel (1986) and empirically shown by Niosi, Hanel, and Fiset (1995) to be the largest transfer costs.

Organisational climate and organisational structures also have an influence on the effectiveness of KT, especially when the organisational structure is less formalised, more decentralised and integrated (Chen & Huang, 2007). OC can be described as a set of beliefs, values, and assumptions, which are shared by members of an organisation (Schein, 1985). The mentioned basic values have influence on the behaviour of the organisational members, as people rely on these values to guide their decisions and behaviours. A useful theory to this is presented by Neuijen (1992), who distinguishes three patterns of individual involvement in OC. First is the pattern of internalisation, which involves employees seeking a steady, perhaps even lifelong workplace with no separation between work and private life. This pattern is suitable for knowledge sharing. Danger of rigidity and the inward orientation may generate barriers for knowledge sharing. Second is the pattern of confirmation. Employees obey the rules without questioning the underlying standards and values. The organisation does not consider itself responsible for the wellbeing of employees. Knowledge sharing can be problematic here because mutual relationships are not based primarily on deep-rooted solidarity and consensus, but on conventions, social control, calculated tactics or public opinion. Third is the pattern of innovation. Employees share future ambitions of the organisation that forms the most important source of organisational identity. Knowledge sharing fits well within this cultural pattern as a result of its focus on collective efforts and its orientation towards future. Similar to the entrepreneurial OC, weighing the personal and group ambitions may tip the balance toward the personal interest.

The theory developed by Denison and Mishra (1995) highlights the characteristics of the most efficient organisation. These characteristics are strong missions with high levels of employee involvement, adaptability and internal consistency. “Employees involvement is the extent to which the organisation encourages empowerment, team based cooperation, and individual learning and development, internal consistency is the degree to which there exists a clear set of espoused values, agreement about values, and inter-departmental coordination that arises from this common and agreed upon set of values” (Denison & Mishra, 1995, p. 205). Adaptability represents the level to which the organisation is focused on learning from its competing environment and his clients and advertises flexible and adaptive reactions at both the organisational and employee levels. Finally, a mission statement clarifies the extent to which the organisation has a clearly and outspoken strategy direction that provides conditions for actions and goals against which progress can be measured.

Returning to the questioning of “transfer” versus “translation” in the implementation of “MK transfer”, it should be mentioned that it is a process of “mutual collaboration” in which both parties are involved in the exchange of information to be effective in achieving the success. In the whole activity of “translating”, the positions of both parties are open to a “debate” to be resulting in a “translated curriculum”, eventually leading to newly created directions. In the underlying research project emphasis on the implementation of the "translation" approach is put.

2.5.1 Contrasts in Organisational Culture: Russian and Western perspectives

Unlike the Western orientation towards individualism, the Russian work-related values, like in a number of countries with a collectivistic orientation, include the strong dependence on and the responsibility for employees. Knowing the right connections can be essential for the development of a person's career. Rather than perceiving as a source of income only, employees are morally involved with their workplace organisation (Hofstede & Hofstede, 2001).

The Russian collectivism is associated with different values and norms for in-groups and out-groups (particularism) and with a noticeable absence of self-orientation. Social norms connected with collectivism can be also found in the emotional dependence of the individuals on organisations, institutions and government bodies (Puffer & McCarthy, 1995). Although in the late 1980's private commercial organisations (enterprises) became legal, there is still a longstanding tradition of the own culture, emphasizing collectivism.

A rather new phenomenon in the Russian management practice is the full implementation of Human Resource Management (HRM) practices, as implemented in Western organisations for decades already. Fey, Bjorkman and Pavlovskaya (2000) found in Russia a relationship between (early) HRM practices with outcomes as retention, motivation and development and the connection to organisation's performance. The authors argue that the performance of employees in a Russian organisation largely depends on the employee's capacity, skills and a high motivation. Education of Russian managers in HRM practices is considered an essential source of firm performance and competitive advantage (Fey & Björkman, 2001). The observation of the previously mentioned authors, that Russian managers are aware of their professional limitations has been confirmed by Michailova and Jormainen (2011a) who argued that "Russian firms' painful awareness of their capital and economic dependency on Western partners in the beginning of the new era has motivated them to engage in a fierce competition for knowledge" (Michailova & Jormainen, 2011a, p. 252).

2.5.2 Linking innovation and creativity to the Denison's Organisational Culture survey

A quantitative tool "*Creativity to the Denison Organisational Culture Survey (*DOCS)" by Denison is a tool, which will be administered for this research. DOCS is selected for the reason of showing an impact of the OC on the effective results. It is founded on four elements: (i) organisation's employees' involvement; (ii) a retainer of the basic cultural character while being open minded and ready to adapt to new situations; (iii) a clear and consistent OC; (iv) Provision of guidance and direction with a clearly defined mission. These four elements are defined separately and integrated afterwards to comprise an applicable model for the research. The Denison's model is implemented to evaluate the outcomes of the questionnaires rather fast and to provide clear and concise indications for the (qualitative) follow-up in the Focus Group sessions.

For the underlying study, innovation and creativity are separated by a definition, according to which *Innovation* is the successful implementation of creative ideas within an organisation, while c*reativity* is the development of novel ideas. However, the focus of the present research is directed to the study of processes of KT and the ensured SVC as the targeted result. Therefore, the DOCS will be implemented to research the themes of KT and SVC both separately and in combination. The main reason for selecting the DOCS for KT and SVC is that there is a distinction between the *organisational behaviours, norms and values,* which are involved in KT processes and give evidence and burdens of proof of the ensured SVC in organisations. As it was already discussed, different directions foster creative ideas and their implementation separately. Market-oriented organisations focus on adaptability and involvement, while clear goals and directions with a clear mission statement provide guidance for an adaptation of ideas into goods and/or services to ensure SVC (Denison, 1990).

The following section is dedicated to the roles and styles of the consultants and business trainers and their clients, the managers and owners/entrepreneurs in the KT process to illustrate the effect of the human factor. In combination, these individuals are instrumental and with decisive power and positions to promote, direct and drive the KT process in the respective organisations. The main actors in the processes of KT and SVC characterised as transmitters and the recipients are crucial participants in the described processes who gain direct benefits from the results.

2.6 Managers/Entrepreneurs and Consultants: Roles and Styles of the actors in the KT process

The main roles, in the KT process, in general, are the transmitter and receiver, respectively. In this section, the existing information available on managerial and scientific level is explored. However, there is paucity on the information regarding the development and operational practices in the area of cross-border and cross-cultural KT, both from the position of transmitter and receiver. Although, much has been reported on the strategies and skills of consultants, involved in advising local companies in a mono-cultural environment, cross-border consultancy practices in a diverse cultural environment is rather scarce and not elaborated.

A variety of definitions on Management Consultancy (MC) are developed and used in the recent decades. One of the many variants is the definition of Greiner and Metzger (1983, p. 5), according to which it is "an advisory service contracted for and provided to organisations by specially trained and qualified persons who assist in an objective and independent manner the client organisation to identify management problems, analyse such problems, recommend solutions and help, when requested, in the implementation of solutions". As a definition for MC the one proposed by the Institute of Management Consultants (UK) is adopted for this research, according to which "Management Consultancy is the service, provided to business, public and other undertakings, by an independent and qualified person or persons in identifying and investigating problems concerned with policy organisation, procedures and methods, recommending appropriate action and assisting to implementing those recommendations" (www.cimcglobal.org).

The process of consulting can be divided into seven basic stages, which are Scouting, Entry and Contracting, Diagnosis, Negotiating, Intervention and Planning Action, Evaluating, Continuation or Terminating (McLarty & Robinson, 1998). Biech and Swindling (1999) describe advising styles of consultant's intervention as directing, coaching, supporting and delegating. According to the author, they should be complemented with advising skills as flexibility, diagnosis and contracting. When discussing consultancy and the "Third Party Role", Kakabadse (1986) indicates that although consultants occupy third party roles, it is misleading to assume that only consultants act as third party facilitators. From medium-size to large organisations, where issues of co-ordination are as paramount as issues of control, line managers are increasingly utilized as third party facilitators. To be effective, they have to develop third party skills, so that they can act as a consultant to other colleague line managers and work with consultants themselves.

Exponential Training and Assessment (2010) separated and defined “Expert Consulting Style” and “Process Consulting Style”, as well as the role of cognitive styles in business and management. According to Farey (2008) the definition and clarification of the roles as Catalyst-developer, Involver-facilitator, Listener-counsellor, Supporter-helper, Researcher-analyst, Instructor-enforcer and Lecturer-director is instrumental for the implementation of SVC in recipient’s organisation. Grolik, Kalmring, Lehner and Frigerio, (2003) characterise the business models of consulting firms and argue that they “depend on the re-employment of experience, as well as on the standardisation of their approaches and methodologies to analyse client problems and issues and provide solutions” (Grolik et al., 2003, p. 3). To be able to re-use experiences and retained knowledge, consultancy firms may choose a standardized collection and storage of information (databases) for similar issues and solutions to provide uniformed modules for developing and implementation of new constructions. On the contrary, another business model in consulting is the provision of more customized solutions to unique situations. Based on analytical, creative and often substantially disrupting advice, the business approach is based on the availability of a tacit knowledge, focused on boardroom strategic issues, channelled by individual consultant’s expertise. Additionally, consultancy firms tend to have high level of staff fluctuation, which can result a critical level of loss of knowledge and competencies (Ko, Kirsch and King, 2005). Since the consultancy firm’s value and assets are inclined into their staff and partners (consultants), the consolidation of the learned and acquired knowledge is put in a repository, extracted from consultants and stored as the firm’s assets. Such firms “usually have their staff, and therefore, their knowledge and competencies, spread out across many office locations and client sites” (Grolik et al., 2003, p. 3). The described situation is “normal” for the majority of consulting firms, and is an open “invitation” to individual consultants or a group of consultants to use the firm’s knowledge, if not protected by intellectual property rights or contractual barriers. A number of “spin-offs” of existing and operational consultancy firms used the non-voluntary transfer of the knowledge assets to start their own and independent business.

Management of a consulting firm implies a KM approach as a critical factor. To disseminate and “translate” managerial and business knowledge, an elaborated KM strategy should be originated, maintained, installed and developed as the “backbone” of each consultancy/advisory organisation. Appelbaum and Steed (2004, p. 73) argue that there is "an explanation of the reason consultants tend to transfer their competencies to company's staff. Principal's decisions on which consultant is hired, are based on the prior performance and the consultant's understanding of the potential client's needs, as well as their ability to spread new ideas to solve the client's problems and to bring new strategies and/or concepts to the client's organisation".

Strong justificational and decisive arguments are required before the involvement of consultants. Consultants are perceived as "expensive". Also, many clients have concerns regarding their own employees and a potential backlash to the fees paid to consultants. Beyond price, difficulties in implementation of the consultant's recommendations and the consultant's lacking sufficient internal and industry sector knowledge in respect of the hiring company were voiced as the concerns of the organisation's executives. Client-consulting relationship causes issues regarding consulting engagements. Personal characteristics of the client, their values, willingness to learn, brightness, ability to catch on new concepts quickly, accept feed-back non-defensively, as well as willingness to take a risk and be responsible to follow through the consultant's advices should also be taken into consideration. Contact person's characteristics including role clarity, respect for their competence, liking each other and independent decision making, respect of superiors and access to political information are also important (Kellogg, 1984). Additionally, orientation towards results, intellectual curiosity, optimism, self-confidence and ambition have been highlighted by Carlucci and Tetenbaum (2000) as client's attributes most consistently appearing on consultant's wish list.

Ajmal, Nordström, and Helo (2009) found that the assessment of the efficiency of a business consultancy should be conducted for at least three reasons. First, "consulting as a business tool" should be validated. Business organisations may use consulting service to improve its results, among other facilitating business tools. A formal comparison between available alternative options is recommended. Second, the costs incurred by consulting should be justified. Consulting services, as a costly investment in organisation's professionalism and profitability, need quantitative substantiation, especially in downturn periods of the economy. Third, the design of consulting should be improved. A continuous evaluation of the quality of the consulting programs is required to ensure the delivery of the improved value and benefits for organisations. The majority of organisations conduct the assessment in monetary terms to evaluate the result of projects. However, this calculation of the Return of Investment (ROI) for projects does not include the non-financial elements, such as the opinion of employees, the effect of learning and a possible adjustment of attitude and behaviour among staff.

Learning experience of consultants and business trainers shows that conflicting values occur between different NCs and OCs. It can be assumed that the recipient's willingness and receptivity for new knowledge is conditional for the engagement in the transfer of knowledge. From the transmitters being engaged in an open process will be requested for adaptation of new directions to KT (Shenkar & Li, 1999).

In general, the transferred knowledge is readily accepted and implemented after being adapted to the specific, local environment and conditions. Testing of the level of internationalism and understanding of the knowledge, disseminated in the transfer process is important and necessary. The acquired knowledge will be ensured when it is based on deeply engrained internal values, behaviours and attitudes. Dissemination of the acquired knowledge by receivers into a variety of directions and assurance of its broad utilisation and extended benefit by other co-workers is fundamental to the leverage within the organisation. Deep involvement of the top and middle management is a basic condition to facilitate the implementation of the recently acquired knowledge. For Russia, development of clear directions and explicit manuals and instructions are essential for transferring the tactical knowledge into a state of action (Sabirov, Ponkratova, Gracheva, Kiselev, Zaitseva, Fatikova & Chudnovsky, 2015). However, Hofstede's same, fallacious assumption is accepted and argued there as well. He considers Russia as a nation with a unilateral culture.

Banai and Tulimieri (2013) argue that the efficient business consultant should possess not only professional knowledge but also knowledge of an industry in which the firm operates, communication and analytical skills, creativity, both strategic and tactical leadership capacities, and a set of personal characteristics including emotional stability, intellect, honesty, openness and agreeability. Knowledge, skills, abilities and personal characteristics that could affect consultant's effective engagement should be identified in the hiring and selection process and continuously enhanced through education and training. Consulting firms and client organisations should consider these conditions in the selection and training of business consultants.

The positions of the owner/entrepreneur and manager, in principle, are in contradiction of the role of the consultant. Basically, he/she, in person or their organisation, request support in a single or multiple areas of the existing or future activities of the organisation. There are two directions regarding the position of the owner/entrepreneur and manager. According to the first direction, their role and style in the professional execution of their position in the organisation should be especially oriented on the process of the transfer of managerial/business knowledge. This direction opposes to the position and function of the consultant, involved in the KT (translation) process, and in majority acting as a transmitter function. The owner/entrepreneur and manager, engaged in any KT process act from their position as a leader, facilitating and stimulating the process and being the receiver in the majority of cases.

Despite a large number of studies, there still are some uncertainties regarding the entrepreneurship. The definition of entrepreneurship and an entrepreneur still generates debates (Low, 2001). Some search for an overarching theory of entrepreneurship (e.g. Bull & Willard, 1993), whereas others argue that one single theory of entrepreneurship cannot be expected and is not needed (Gartner, 1990). According to the latter, a body of theories should be build up. In addition, there are claims that entrepreneurship research suffers from fragmentation (Ucbasaran, Westhead & Wright, 2001) and theoretical empiricism (Davidson, Low & Wright, 2001). As argued by Gartner (1990) there is still a lack of an agreement upon a definition of entrepreneurship. Based on Gartner's study, eight attributes of entrepreneurship are found and accepted: innovation, organisation creation, creating value, profit or non-profit, growth, uniqueness, and the owner-manager. The description can be refined by examining six critical dimensions of business practice: strategic orientation, commitment to opportunity, commitment of resources, control of resources, management structure and reward philosophy.

As argued by Murad (2014), leadership styles are divided in four sub-catagories, distinguished as Transactional leadership (TAL), Transformational leadership (TRF), a combination of the two (TAL+TRF) and finally, Laissez-Faire leadership. "Transformational Leadership style with a high focus on pro-activeness and innovativeness contributes to higher overall business performance and sustainable value creation" (Murad, 2014, p. 1). Transformational style of leadership with a high focus on pro-activeness and innovativeness promote the higher overall business performance and sustainable value creation. A recipient organisation, guided by Transactional leadership, with included concepts like responsibility, respect and trust, creativity, flexibility, coaching enabling, encouraging and innovation is accepted as the favourite condition for (trans-boundary) managerial and business KT.

Research on NC and entrepreneurship shows that until now there has been limited attention, to the cultural variables affecting the level of entrepreneurship in a country (Noorderhaven, Thurik, Wennekers & Van Stel, 2004), such as placing immaterial life orientation, e.g. personal development, self-esteem and independency above material and job security. The same is noted for uncertainty avoidance, connected with a society in which, to an extent, members of a culture feel insecure by unknown, uncertain or unclear situations. Need for achievement is also negatively correlated with uncertainty avoidance (Wennekers, Noorderhaven, Hofstede & Thurik, 2001).

Entrepreneurial roles and the styles of their execution, as well as values and motivations are closely interconnected (Fayolle, Linan & Moriano, 2014). Majority of people with a positive attitude towards entrepreneurship are motivated by more general and not personal values. Studies concerning the connection between culture and entrepreneurship illustrate that the norms, values and beliefs are instrumental for the orientation towards an entrepreneurship. Based on diversity in ethnic groups and groups with another culture, entrepreneurs often have different approaches to motivations and values. This may lead to specific responses to tackle barriers on the road to a starting venture. In general, a higher level of entrepreneurial activity is found in the more developed countries with a higher cultural approval on personal and individualistic values, as argued by Hechavarria and Reynolds (2009).

It can be assumed that there are six styles of leadership, used and propagated by owners/entrepreneurs and managers. Those styles are Transformational, Transactional, Passive-avoidant, Innovation, Pro-active, and Risk taking leaderships. Emotional competences, such as self-management, social awareness, relationship management and personal characteristics are instrumental in the adaptation of a certain management style or a mixture of elements from several styles.

Kasouf, Morrish, and Miles (2013; 2015) discuss the relationship between human capital, experience, explanatory style and entrepreneurial self-efficacy. According to the authors, the process of entrepreneurship involves series of choices, among which is also a choice to actually start the business or initiate an activity leading to innovation. Such choice is usually made by a type of people who explore and turn into advantage entrepreneurial opportunities. These individuals positively assess perceived opportunities, accept risk, and ultimately initiate entrepreneurial action while many others choose not to act in a same manner in similar circumstances. Another important element is self-efficacy, the basic content of which is essentially grounded in the confidence that a course of action can be implemented. In other words, the entrepreneurial person is affected by the perception that he/she is able to reach the goals and/or set destinations.

A 2x2 typology of entrepreneurs is developed by Tang, Tang, and Lohrke (2008), according to whom they may be divided into four types based on two dimensions: high versus low entrepreneurial alertness and internal versus external attribution styles. The four types of the entrepreneurs are the true believers, clueless, practical and reluctant. According to the authors, some of the types (practical and reluctant) differ across three key entrepreneurial characteristics, which are feed for achievement, risk taking pro-activity and commitments. The entrepreneur with a higher entrepreneurial alertness is characterized as an “opportunity identifier” and with an improved capacity for “lateral thinking”. The availability of strong internal and external attribution styles provides a strong foundation for a successful implementation of the transferred managerial knowledge.

As argued by Green, Covin, and Slevin (2008, p. 357) “Strategic Reactiveness and Entrepreneurial Orientation are identified as being very useful and even absolute requirements for achieving success in the 21st century”. They suggest that from the long-term perspective firms that learn how to manifest both reactive and entrepreneurial behavioural patterns will become the top competitors in the domains of their operations. Their research suggests that the combined manifestation of behavioural patterns is not environmentally determined. Rather, it is determined by the existence of deep organisational capacities that enable firms to react and pro-act as necessary. In short, the path to the sustained competiveness seems to start within the firm. Combined organisational structure and a style of decision-making is probably a driver for a fast sense, process and action by the introduction of newly or currently acquired business information.

Since the focus of this research is directed to trans-boundary, intercultural transfer of managerial knowledge and skills towards and from organisations in the Russian Federation, a severe “translation” of Western business concepts is required. As proposed by many studies, “imitation is a process” to copy the “original” (Green, 2014). In case of current study, it would have been copying the Western model of business and entrepreneurship. To be able to operate in the Russian Federation as any consultant, advisor, trainer and/or educator, the global, western business concepts will need a “translation” into the risky business environment that includes a higher vulnerability to corruption, extortion, and violation of contracts, weak institutions and legal system (Manolova, Eunni & Gyoshev, 2008). Hofstede’s Low trust dimension reflects the reality of the Russian society, which has an enormous impact on the “ease” of doing business as shown in the “Corruption Perception Index 2016” of “Transparency International”, measuring and ranking Russia at place 131 of the 176 countries reviewed (Transparency International, 2016). Local organisations in Russia have a larger chance to be subject to bribery, extortion and corruption, predominantly by the organised crime and representatives of state and semi-state institutions.

The cost of corruption in Russia is estimated approximately 15% of GDP, compared by the less than 1% for the 28 member states of the European Uinion, in total (Orttung, R., 2014, p. 4). A research by INDEM (Information Science for Democraty Foundation, (Rimskii, 2013, p.78) stated that "the Russian population is tolerant to corruption and often fears that the cost of fighting it will be higher than the corruption itself". Based on the preliminary outcomes of the INDEM research, Rimskii (2013, p. 75) argued about corruption as a "social norm by which Russian citizens solve their problems with government officials. Nevertheless, having to pay bribes does not mean that the Russians support the system". Major consequences are in suppressing the health of the local business organisations at large. Overarching are the opportunity costs with the unmistakable impact on the performance of the Russian economy, downgrading its potential, systematically.

In the upcoming section the differences in cultural attitudes on entrepreneurship and management are highlighted from the Russian and Western approaches.

2.6.2 Contrasts in Entrepreneurial and Management Culture: Russian and Western perspectives

The applicability of Western management and leadership theories and practices in Russia and other CIS countries is questioned by Hofstede (2012). The implosion of the economy of the FSU created and is still creating an array of overwhelming positions for Western theorists and practitioners / consultants. In an attempt to share their (Western oriented) knowledge and experiences with the owners/entrepreneurs and managers of Russian privately held, privatised, state-supported and state-owned organisations, with increased and exponentially grown relevance, consultants often neglect or do not take into consideration the culture bound background, sufficiently. The results of Western development interventions and training implementations in Russia and Central Europe are occasionally successful but more often accompanied with cautionary notes on the disappointing results (Warner, Deniezhkina & Campbell, 1994). In recent publications, it is argued that Western trainers and consultants in principle must gain an in-depth and thorough understanding of the Russian culture and management practices before being able to apply their accumulated experience and theories (Geroy & Caroll, 1994).

In their discussion of cultural differences among entrepreneurs in Russia, Djankov, Miguel, Qian, Roland and Zhuravskaya (2004, p. 7) state: "Cultural differences appear to play some role but they are less influential than some could have expected". Russian entrepreneurs consider their work as an important value, like intellectual achievement, power and politics. They share similar values with non-entrepreneurs in dimensions like family, friends and leisure. Religion, financial security, health and freedom are considered important as well.

For this study, the manager and the owner/entrepreneur are treated equally in their roles as receiver and as the organisation's representative and/or owner. Russia's economic and societal climate for the development of entrepreneurship and the growth of SME's is recognisable, but still not supportive for starting or operating an own business. Russian SME's and owners/entrepreneurs (sole proprietors) are defined by the Federal Law of 2007 with different types of SME's, including Micro (< 15 employees), Medium (16-100 employees) and Medium-sized (101-250 employees) organisations. In the Federal Law of 2007, two other SME criteria are set:

- The independence criterion (< 25% of ownership to an external party)
- An upper limit for the turnover (to be set by the Federal authorities, once in five years) (Aidis, Korosteleva &Mickiewicz, 2008).

The average size of organisations is still small and the number of SME's is limited in comparison with the average numbers of SME's in the majority of the developed Western countries. Zhuplev and Shtykno (2009) indicated that the average of the owner/entrepreneurs is of younger age. There is also a greater share of female entrepreneurs. Most part of the entrepreneurs and/or SME operators are in need of training, consulting and supportive assistance with comparative conditions. Financing by banks and institutions is limited and the terms, in majority, are unfavourable (Zhuplev & Shtykhno, 2009). The knowledge-based-view of the organisation is based on paradigms, as knowledge, ambiguity, the age of the organisation, ACAP and the level of decentralisation as key assets of the organisation that enable competitive advantage. Alavi, Kayworth, and Leidner (2006) argue that transfer of management and business knowledge are instrumental to improve and ensure the level of OL leading to SVC.

In the upcoming section, the knowledge functions as organisational learning (OL) and absorptive capacity ACAP are discussed with a direction to their contribution to the process of sustainable value creation (SVC).

2.7 Organisational Learning and Absorptive Capacity as functions of the Knowledge Transfer process

2.7.1 Organisational Learning

A learning attitude and a history of learning, combined with the availability of a certain sufficient level of ACAP, both inside the transmitter and receiver organisation, improves effectiveness of KT (Van Wijk, Jansen & Lyles, 2008). OL is included in the process of KM as a path to achieve a higher, sustainable level of management and business knowledge inside the organisation. KM facilitates the creation, storage, application and transfer (translation) of knowledge at all levels of the organisation. The knowledge-based view of the organisation is based on paradigms, where knowledge ambiguity, the age of the organisation, ACAP and the level of decentralisation are key assets of the organisation. Enabling competitive advantage and ensuring the transfer of management and business knowledge are instrumental to improve the level of OL, leading to SVC (Alavi et al., 2006).

According to Child and Faulkner (1998, p. 371) "OL is based on three practical levels of learning: technical, systemic and strategic". There are two options for learning situations, within a cooperation/ alliance/ agreement. The first option is learning based on an underlying spirit of collaboration. The second one is learning based on an underlying attitude of competition (e.g. learning from a partner). Judge, Thoresen, Pucik and Welbourne (1999) suggest three barriers to OL: misplaced strategic priorities, unfocused organisational control system and inconsistent human resource management (HRM) policies. As argued by Child and Faulkner (1998) theories of Learning (OL included) fall into several perspectives/paradigms, known as "directions" or "schools". One of the basic directions is "Behaviourism" (Skinner, 1953; Pavlov, 1941; Black, 1995). It was developed in early 20th century as a learning theory, which can be traced down back to Aristotle, whose essay "Memory" was focused on associations, being made between events such as lightning and thunder. According to Mergel (1998) the Theory of Behaviourism is directed towards the observation and measurement of significant behaviours. The mind is viewed as a "black box" in the sense that responses to stimulus can be observed quantitatively, totally ignoring the possibility of thought processes, occurring in the mind (Good & Brophy, 1990).

Since "behaviourists" were unable to explain certain social behaviours, Bandura and Walters (1963) departed from the traditional operant condition explanation and argued that an individual could model behaviour by observing the behaviour of another person. This theory is labelled as "Cognitivism" (e.g. Chomsky & Halle 1960; Piaget, 1920; Good & Brophy, 1990). Similar to behaviourism, cognitive psychology can be traced back to Plato and Aristotle. Cognitive theorists recognise that much learning involves associations established through contiguity and repetition. They also acknowledge the importance of reinforcement, although they stress its role in providing feedback about the correctness of responses over its role as motivator. However, even while accepting such behaviourist concepts, cognitive theorists view learning as involving the acquisition or reorganisation of the cognitive structures through which humans process and store information (Good & Alleman, 1991).

"Constructivism" is another paradigm of Learning (Bartlett, 1932; Good & Brophy, 1990; Von Glasersfeld 1997). Constructivists believe that "learners construct their own reality, or at least they interpret it based upon their perceptions of experiences, so an individual's knowledge is a function of one's prior experiences, mental structures, and beliefs that are used to interpret objects and events. What a person knows is grounded in perception and based on physical and social experiences which are comprehended by the mind" (Jonassen, 1991 p. 59). Constructivism has two main directions: Realistic and Radical. Realistic constructivism-cognition is the process by which learners eventually construct mental structures that correspond to or match external structures located in the environment. Radical constructivism-cognition serves to organise the learner's experimental world rather than to discover ontological reality (Cobb & Yackel, 1996).

The fourth paradigm that tries to explain Learning is "Humanism" (Maslow, 1964; Rogers, Dorfman, Gordon & Carmichael, 1951). Humanistic psychologists like Maslow, argues that every person has a strong desire to realize his or her full potential, to reach a level of "self-actualisation". The main point of the movement, that reached his peak in the 1960's, was to emphasise the positive potential of human beings (Schacter, 1968). Maslow based his theory partially on his own assumptions about human potential and partially on his case studies of historical figures that he believed to be self-actualised, including Albert Einstein and Henry David Thoreau (Carlson, 1999). As a consequence, Maslow argued that the manner in which fulfilment of essential needs is taking place is as important as the needs themselves. The person establishes meaningful relations with other people and finds cooperative involvement as being an essential component of self-actualisation. In contrast, when vital needs find selfish and competitive involvement, a person acquires hostile attitudes and behaviour, and by that, limited external connections. As a result, his/her awareness remains internal and limited.

Rogers (1964, 2012) was a humanistic psychologist, who supported the assumptions of Maslow but added some elements “to grow” an environment that provided a person with genuine openness, self-disclosure and acceptance (being seen with unconditional positive empathy, being listened to and understood). The author believed that every person could achieve his/her goals, wishes and desires in life. When, or rather if they did so, self-actualisation took place. For a person to reach their potential, a number of factors must be satisfied. According to McLeod (2014) that concept was Rogers’ most important contributions into psychology. An exceptional contribution to field of psychology is delivered by Kahneman (2011) with the developed system of “System 1” *Intuitive automatic operation and* “System 2” *slow thinking* and the monitoring of “System 1” Kahneman’s contribution exposed the latest contribution to economics and behavioural psychology with a focus on the conditions for decisions of managers, under uncertain circumstances. For the underlying research, it is initiated to secure the renemnants of the previous learning and gained experiences to show the results of the learning and training undergone and the extent of the impact of the traineeship in foreign organisations on the experiences acquired.

The upcoming section is devoted to the description of Action Learning, Action Research and other processes that affect the KT and OL for the implementation of SVC.

2.7.2. Contrasts in Knowledge Transfer and Organisational Learning: Russian and Western perspectives

The most widespread theory on KT and OL in Russian organisations among theorists and managers is the Socialisation, Externalisation, Combination and Internationalisation (SECI) framework presented by Nonaka and Takeuchi (1995). However, Andreeva and Ikhilchik (2011) describe the (limited) applicability of SECI in the Russian OC and management practice. They analysed societal and organisational conditions, as inherent to the SECI model, in comparison to the existing context in Russia. Nonaka & Takeuchi’s assumption that “individuals want to share knowledge”, internally and externally, cannot usually be found in Russian organisations. Even more extreme, they are known by their hostility to knowledge sharing as a result of a deeply rooted belief that knowledge is power, which should not be shared, unless sufficient rewards are received. Another of Nonaka’s and Takeuchi’s assumptions is employee’s high commitment to the organisation. Typically, Russian employees show average to low commitment to their organisations. This is the result of decades of negligence of employees’ rights and expectations and a poor (or absent) human resource policy.

Another SECI related assumption is the “dominance of cooperation” as seen between Japanese employees, both on the individual and interdepartmental level. This may be different among employees in Russian organisations, since they typically show a strong competitive attitude on departmental level. Low commitment to their organisation and a lack of cooperation between employees are prevailing inside the units of Russian organisations. The “intensive networking with external partners” is not common in Russia as well. It differs by industry, but appears to be not very strong in general. Obsessed with secrecy of information, many Russian companies prevent themselves from connecting with external partners. Russian organisations show a tendency to differ much from their Japanese counterparts in the prevailing “attitude towards mistakes” dominated by a fear to be accused for a failure and to be punished. This is a reason why “delegation of responsibilities” does not work properly in Russian organisations. An unambiguous description of Russian culture, concerning “group orientation” and “collectivism” is not available. Combinations of collectivistic and individualistic attitudes are found frequently. In small groups (e.g. the nucleus family) there is a tendency to collectivistic attitude. However, having left the “inner circle”, a more individualistic behaviour is demonstrated (Andreeva & Ikhilchik, 2011).

Under the previous regimes in the FSU and the connected CEE countries, bound in the Council for Mutual Economic Assistance (CMEA*),* organised, directed and controlled by the FSU, “management” in the Western connotation rarely existed. Preparation for a “management” position was, and still is in many occasions, a university degree in a technical oriented, administrative or economical direction. Education was (and is) traditional, classically organised, with a very high level of emphasis to theoretical issues, didactic and ex cathedra. Practical orientation (learning by doing), workshops and projects by students are really rare and not a part of the curriculum. The options for use of intern and traineeships for students in companies, is not utilised. The overall result is that graduated students, fresh from university, are not prepared for a management development trajectory in a free-market environment. The entry qualifications for a staff position were and still are high, with a Master degree in a relevant field. The material taught, for either sort of degree was and is very different. Much of it was and is irrelevant to daily practice. In the 1990’s the curriculum was broadened with many of the subjects, associated with preparation for work in a market economy, but no radical re-structuring took place and the system of education, didactic and ex cathedra*,* was kept in place. The assumption that “management is a skill” is still not widely accepted. Even though it is surprisingly more a practice than a theory, participation rather than passive absorption are relatively new ideas in the post-command economies and their management education, only implemented in a few, mainly MBA and EMBA programs (Bedward, Jankowicz & Rexworthy, 2010).

As noted by Puffer and Shekshinia (1994, p. 172) “In Russia about 1.5 million managers and professionals are in need of education and training in market oriented methods and mentality”. Nowadays, the widespread need for education on commerce is mainly fulfilled by Russian institutions. A new generation of market oriented managers who are in or leaving the education system at the moment or recently, have grasped the essentials of free-market methods. But there is still a gap, which cannot be closed by Western educators alone. Commercial education and the transfer of commercial knowledge by Russian educators are conditional for establishing a sufficient SVC. The Russian environment needs both flexibility and focus.

With a vast experience in the economies in transition and with a focus on Russia, Holden and Cooper (1994) indicate that one cannot teach a Russian anything about management without changing their mind cluttered with false concepts and ideas about Western style of management. Since the early years of the reform, considerable spatial separation was apparent in Russia between the Western disseminators of “appropriate” managerial knowledge, being sourced from geographically specific (Western) areas of origin, and passive managerial learners in the transitional economies like the one in Russia after the reform. In more recent years, however, broader socio-political and institutional changes are reflected there as a result of globalisation (Michailova & Hollinshead, 2009). A conflation of respective social spaces, as such, reflects not only a reconstruction of the power relations between Western and Central and Eastern European (Russian) interest groups, but also relocation of the managerial knowledge creation in geographical sense. Key social actors (i.e. local owners/entrepreneurs and managers, consultants, business trainers and employees) in Russia are involved in re-structuring, re-defining of strategy, approach towards (foreign) markets, efficiency and innovation projects, and inclined to share and exchange management and business knowledge, translated into the “cultural language” of Russia (Clark and Geppert, 2002).

Not disseminating acquired or developed knowledge by individuals is still found as a common attitude among employees in the former command-control economies. In contradiction to a collective attitude towards the nucleus family and other in-groups, employees in Russian organisations show often an individualistic and self-protective behaviour. Knowledge hoarding in knowledge-sharing hostile environment, is considered common practice, especially in Russia, even when appropriate incentives are offered. To hoard the shared knowledge is an individual decision. However, individuals act in particular cultural, social, economic and organisational contexts. Case studies suggest that the knowledge hoarding in Russian organisations is reinforced by three additional features: coping with high uncertainty how the receiver will use the shared knowledge; accepting and respecting a strong hierarchy and formal power; anticipating negative consequences from sharing knowledge with subordinates (Michailova & Husted, 2003, p. 62). The above-mentioned three features were found important by the majority of respondents, as the result of the research by Michailova and Husted (2003), equally supported by Russians and Westerners.

The accepted way of knowledge sharing in a Russian organisation will face hostility and will be counterproductive in the majority of Western companies. Formal power and respect towards hierarchy are necessary instruments to force knowledge sharing in hostile environments in Russian companies. Another obstacle is the apprehension about failures. Recognising failures as a learning opportunity is widely accepted in the majority of Western organisations. In the Russian context, failures are kept secret by the employee(s) because of being anxious for possible negative consequences. However, this results in another learning potential to be "down the drain" (and gone forever).

However, mutuality and sharing in the development of the learning process, collaboration from Western partners/instructors with the Russian Institutions, make cultural differences less problematic, as argued by Inkpen and Crossan (1995). Knowledge and experience can flow from East to West, as well as from West to East. In such process, the Western partners address their present needs to be able to educate European managers, capable of dealing with a mosaic of separate cultures (Shenton, 1996).

Being aware of cultural aspects, avoiding stumbling about barriers, is an essential feature in establishing an effective cross-cultural training environment, especially the Russian. Institutional, linguistic and cultural barriers create an array of different expectations, atmosphere and attitudes. A specific topic to address is the role of the trainer and the emphasised role of interaction between trainer and trainee. Russian participants are used to a strong theoretical framework at the start. Mostly, they enjoy the unexpected and oriented to activation participative learning methods of the Western trainer, but are not comfortable with the different approach to learning in the more pro-active, practical, less theoretical oriented style of Western trainers (Gilbert &

Gorlenko, 1999).

While using an *Action Learning (AL)* methodology, as argued by Lee, Letiche, Crawshaw, and Thomas (1996), Western academics can explore similarities and differences between Russian and Western learning systems and act as resources for Russian colleagues in the development of their own, uniquely Russian modules, courses and qualifications, and to assist in the westward movement of new knowledge and insights.

The importance of available prior knowledge, described as ACAP is discussed, commented on in the section to follow.

2.7.3 The use and implementation of Action Learning, Action Research and Emotional Intelligence in Knowledge Transfer and Organisational Learning, to improve managerial processes

The concept of AL was developed and introduced by Revans (1971;1983), who defined AL as "a mean of development, intellectual, emotional or physical, that requires its subjects, through responsible involvement in some real, complex and stressful problem, to achieve intended change to improve their observable behaviour henceforth in the problem field" (Revans, 1982, p. 626-627).

AL is based on learning-by-doing (L-b-D) and self-development in a practical learning group, to discuss problem-solving processes. The group, coined as the "AL set", organises meetings on regular basis. A prepared environment provides challenge and support to "set" members which are encouraged by experience learnt, commonly sharing that experience, to advise and criticize other "set" participants in a positive stance, accepting advices for implementation. Actions taken are reviewed and the lessons learnt are shared (Margerison, 1988).

As identified by Marsick and O'Neil (1999) three different "schools of thought" are developed over the years after the introduction of AL in the KM environment, i.e. Scientific, Experimental and Critical Reflection. The theoretical backgrounds of each "school of thought" are summarized in the Table 2 below.

Table 2: *The Three Schools of Action Learning (Marsick and O'Neil, 1999, pp 161-163)*

School	Influenced by	Theoretical background
Scientific	R. W. Revans (1982)	Action learning is viewed as a model of problem solving in three stages: System Alpha – design of a problem-solving strategy including a situation analysis. System Beta – the negotiation of the strategy including survey, hypothesis, experiment, audit and review. System Gamma – the learning process associated with the strategy.
Experiential	D. Kolb (1984)	Based on Kolb's experiential learning cycle, proponents of this school advocate that the starting point for learning is action followed by reflection on action, preferably with the support of other group members. Any further action should focus on changing previous patterns of behaviours.
Critical Reflection	J. Mezirow (1990)	Proponents of this school see "reflection on action" as a necessary but insufficient condition for learning. They believe that participants should also go deeper and examine the assumptions and beliefs that influence their practice. Reflection at this deeper level focuses a participant's attention on the root of the problem and transform previously held perspectives of the same problem.

According to Marsick and O'Neil (1999), all three schools of AL share a common feature, that is the fact that the four to six group participants in an "AL set" (i) meet on equal terms and (ii) are engaged in solving problems which are not structured, not easy to understand and leading to several options for solutions. A number of AL sets will need the assistance and benefit from the support of a learning coach, i.e. a "set adviser". As argued by Wenger (1998) the action learning "set" can be defined as a Community-of-Practice (C-o-P), characterised by three dimensions: (i) a group (community) with interaction to share ideas, (ii) involved in a specific domain (interest), and (iii) sharing the development of a number of ideas and concepts of professional practices as created values for the selected and specific domain of interest.

Evidence is given by an impressive number of contributions (e.g. Revans, 1971,1982, 1983, 1991; Donnenberg, 1999) that AL is an effective methodology for transformational change, development and achievement of a positive result. According to Zuber-Skerritt (2005, p. 50) "AL means learning from and with each other from action and concrete experience, as well as taken action as a result of this learning".

The history, developments and the variety of directions, derived from the basic concept of Action Research (AR) are discussed, elaborated and commented in the Chapter Three.

A preliminary conclusion is that for the interpretation of OL in organisations, the paradigms, mentioned previously had their influence on the interpretation of OL in a variety of OC's, albeit in distinct proportions. Analysis of OC's from the perspective of their acceptance, interpretation, processing and implementation of newly acquired knowledge, disseminated externally or internally, shows rather subtle differences (Smircich, 1983). The study of OL from a "cultural" perspective does not require orientation on the existence of myths, trophies and rituals in the organisation but a focus on what is the knowledge base of the employees in the organisation, the individually and/or collectively knowledge gaining processes. While learning, their concentration is on interactions, physical artefacts, acts and the language used in the learning process with and between them (Yanov, 2000). Knowing and learning are attributes of individuals. The collective dimension is seen in practice, by the combined mastery of the topic. E.g. groups of musicians or sport teams does not learn their "performance" as individual parts, but as parts of the "collective" (Gagliardi, 1998). The underlying study tends to implement a pluralistic approach in researching the KT processes in trans-boundary environments, notwithstanding, recognizing and validating the variety of supporting or competing stances in organisational theory or OL (Earl, 2012).

Explored by prior research, emotional intelligence (EI) is characterized as the ability to be aware of one's own emotions, as well as to read others' emotions (Davies, Stankov & Roberts, 1998; Zadel, 2008). Previous work by Goleman (1995), researching and analysing nearly two hundred larger, globally oriented organisations, determined the personal capacities of leaders with outstanding outcomes within the researched organisations and their level of performance acquired. His study presented a model to cluster Personal capabilities into three catagories: (i) technical skills, (ii) cognitive skills, and (iii) EI competencies. Findings in Goleman's research proved that EI twice as important is for leadership functions as for technical skills and cognitive strengths. Components of EI as exhibited by an effective leader are listed as: (i) self-awareness, (ii) self-regulation, (iii) motivation, (iv) empathy, and (v) socials skills (Goleman, 1998; Goleman & Stipcevic, 2005). From the perspective of EI the cross-cultural setting of Russia is defined as part of the *Eastern Europe cultural Cluster* in the project GLOBE (Javidan & House, 2002). Grouped by many similarities the countries in a cluster are more like each other and share more similarities than any at random selected country from outside the dedicated cluster.

The existence and the functions of EI as a driver for Leadership Performance (LP), observed and described by Goleman, Boyatzis and McKee (2001), can be instrumental to an OC, as well as be supported and enhanced by a leader with a higher level of EI. Shared information, a high level of trust and a developed risk-taking approach, supported by a learning attitude, are the recognisable landmarks of the culture of a flourishing organisation. On the other side of the spectrum, leadership with a low level or even the absence of EI creates a culture of indifference, lack of trust and even fear. Organisations with this type of climate are able to achieve remarkable results in the short term, but the results do not last for a long period. They collapse by implosion. As a mood, EI matters for the underlying research since starting from 1992, significant challenges have been processed in Russia, adjusted and incorporated during the transition period from a command-control economy based on the communist ideology, to a neo-capitalist "free-market" economy. As found in the East Europe Cultural Cluster (GLOBE) research, in general, but more specific for Russia, the respondents (managers) showed to be strongly connected to their cultural traits of group cohesion and directed to their (nucleus) family. As basic elements for successful leadership in Russia, they mostly count for team-oriented and transnational-charismatic leadership. Paternalistic leadership has some roots in Russian society, since in the FSU larger consultative institutions were embedded in the status-conscious Russian society (Bakacsi, Sandor & Victor, 2002). The concept of EI is not recognized and part of the underlying research framework model for this study.

As argued by Inkpen and Crossan (1995, p. 613) "The first ingredient of individual learning, the noticing of discrepancies, is more likely to arise since an individual has a complex belief system". As a result, professionals with a higher level of belief systems should experience more discrepancies, than beginners with less complicated belief systems. Resolution, the second ingredient, is more likely to perceive in individuals where the relief system has some flexibility. The authors found that firms in a deteriorating position of competition in many situations had managers with the most rusted and traditional belief systems. The fact that these firms had competitive problems may be traced to an unwillingness to cast off or unlearn past practices. To share embedded knowledge, a transparent partner's openness and willingness is crucial in the context of cooperation and KT. If the option to observe the level of knowledge and skills and to evaluate the existing discrepancies is not feasible, there is no motivation to be engaged in a learning process. At the same time, if the organisation is transparent and accessible, but the individual managers are reluctant to share the discrepancies and are not motivated to be open and able to be transparent, there is no ground for absorbing new skills (Gurkov, 1999).

Organisational climate and organisational structures are also influencing the effectiveness of KT (Lundvall, Rasmussen & Lorentz, 2008). To a certain extent, OC (OL included) is presented and discussed in a vast amount of literature, analysed and explored extensively, but mainly from the Anglo-Saxon perspectives (Chen & Huang, 2007). "Translation" is obligatory to avoid misdirection or even being meaningless for cultures with strong national traits, such as Japan, China, Russia and France. "Organisations are repositories of knowledge. The important question is how individual and group interactions contribute to organisational knowledge creation. Without individuals, no organisation is able to create knowledge" (Inkpen & Dinur, 1998, p. 456). In addition, unless individual knowledge is shared with others and groups of individuals, limited impact on organisational effectiveness will occur. The knowledge, as transformed to the collective of an organisation from the individual employee, creates organisational knowledge, available to all levels of the organisation. When knowledge moves upwards in the organisation, there are options for improvement and adjustment by individual and organisational interactions.

According to Canestrino (2004, p.194) "Starting from the assumption that learning through cross-border alliances is a difficult and frustrating process, the analysis of only cultural dimensions, however, is not sufficient to explain both the complexity of international KT process and partner's learning capabilities". The type of alliance engaged by actors should also be considered in order to answer several questions. First "which type of learning develops within the collaboration (symmetrical or asymmetrical)"? Second, "what type of knowledge is object of transfer?" Third, "in which case partner's learning capability is coherent with the concept of ACAP?" The cultural differences, as noted by Western advisors and business trainers, in the field of OL, strongly influence the KT process, as it is implemented from the Western perspective and approaches. "Especially when focused on Russia, as a part of the wider Central and East European setting, the Western Learning principles are not transferable directly into the classroom or seminar environment, since they are not detached from the rest of society" (Hollinshead & Michailova, 2001, p. 421).

The key differences between Western and Russian perspectives regarding the KT and OL are described in the following section.

2.7.4 Absorptive Capacity

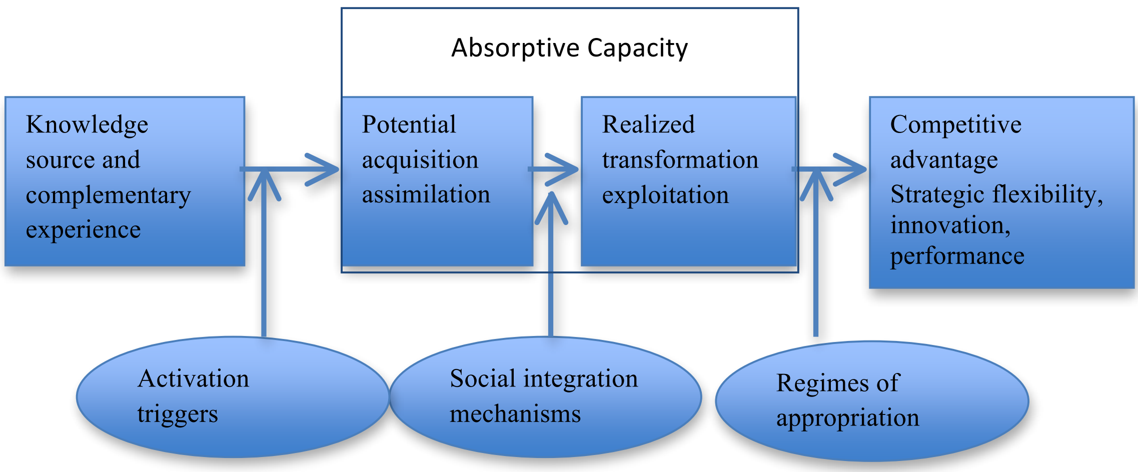
Another central attribute of the current study is that it focuses on OL and the presence and level of ACAP in Russian organisations. Cohen and Levinthal (1990) defined it as the "prior knowledge, which permits the assimilation and exploration of new knowledge and gives rise to creativity, permitting the sorts of associations and linkages that may have never been considered before" (Cohen & Levinthal, 1990, p. 129). It relates to the fact that learning is cumulative and "learning performance" is higher when the object of learning is already known. The attention is directed to the fact that the awareness and the inclusion of contextual specifications of the local environment in the organisation at stake, are crucial first for survival, and then for the creation of sustained value.

In this research, the following definition of ACAP is considered. "ACAP is a set of organisational routines and processes by which firms acquire, assimilate, transform, and exploit knowledge to produce a dynamic organisational capability" (Zahra & George, 2002, p. 186). According to Revans (1982,1984, 1991), practical learning as an AL is a sequence of activities, logically connected and executed, followed in the order of: *Analysis, Development, Procurement, Assembly, Implementation and Review.* The primary idea of this AL approach is to learn dealing with existing and actual managerial problems from a real environment, to share with fellow managers and to learn from their mutual experiences and learning capacities. According to the author, the re-interpretation of past experiences requests less pressure on behavioural change attitude than in the situation of the acceptance of new knowledge. Overcoming defensive reasoning is asking for leaving the comfort zone. Managers, in AL subsets, are supported and inspired by their peers and equals, such as fellow-managers, in reflections with others, in a supportive and trustful environment, to achieve a personal change. If the learning process is shown in more explicit detail, the entrepreneur/manager will realize how daily experience benefits from problem-solving through the implementation of latent available tacit knowledge in an AL set of managers.

Learning by organisations, as argued by Senge (1990), is based on the capacity to recognise and to be able to react to upcoming and impeding threats and opportunities. Having a pro-active state-of-mind is an unconditional pre-requisite, to be able to avoid "learning disabilities" and to be open-minded to see and accept new ideas and implementations. The author describes five core disciplines (Systems thinking, Personal mastery, Mental models, Shared vision and Team learning), which are connected in a framework so that to be able to see interrelationships and changing patterns instead of single subjects. The "Fifth Discipline" (Team learning) should integrate and combines the five core disciplines, to reach the level of synergy. The four dimensions (Acquisition, Assimilation, Transformation and Exploitation) are closely related and have their influence on the organisation's strategic choices, as stated by Zahra and George (2002). As far as acquisition is concerned, the organisation's capabilities are determining the speed and/or quality of the external knowledge to be acquired, in which different areas of expertise, existent within the organisation are able to acquire external knowledge. Externally obtained resources should be assimilated through the organisations processes and capabilities, to be able to analyse, to understand and to evaluate the acquired knowledge. However, in a number of cases the knowledge obtained is technically specific and thus, delivers a barrier for comprehension by outsiders. Transformation capability is requested in the organisation when the recognition of opportunities to be merged into a new concept from two different, incongruous frames of information should lead to new competencies. Exploitation is the organisation's capacity to incorporate existing, acquired and transformed knowledge to a useful and profitable incorporation in operations.

The four dimensions of ACAP in combination are divided into "potential" capacity (acquisition and assimilation) and "realised" capacity (transformation and exploitation). As argued by Svensson (2007), ACAP of the client should be present to be successful in the KT. Besides, the education and the economic and social structure should be captured. If negative, transferring cost of KT will be higher, since local staff should be trained before the KT operation starts. Both, Potential Absorptive Capacity (PACAP) and Realised Absorptive Capacity (RACAP) are complementary in the process of efficient use of conditions, leading to organisation's increased performance.

Figure 3: *The Model of ACAP (Zahra & George, 2002)*

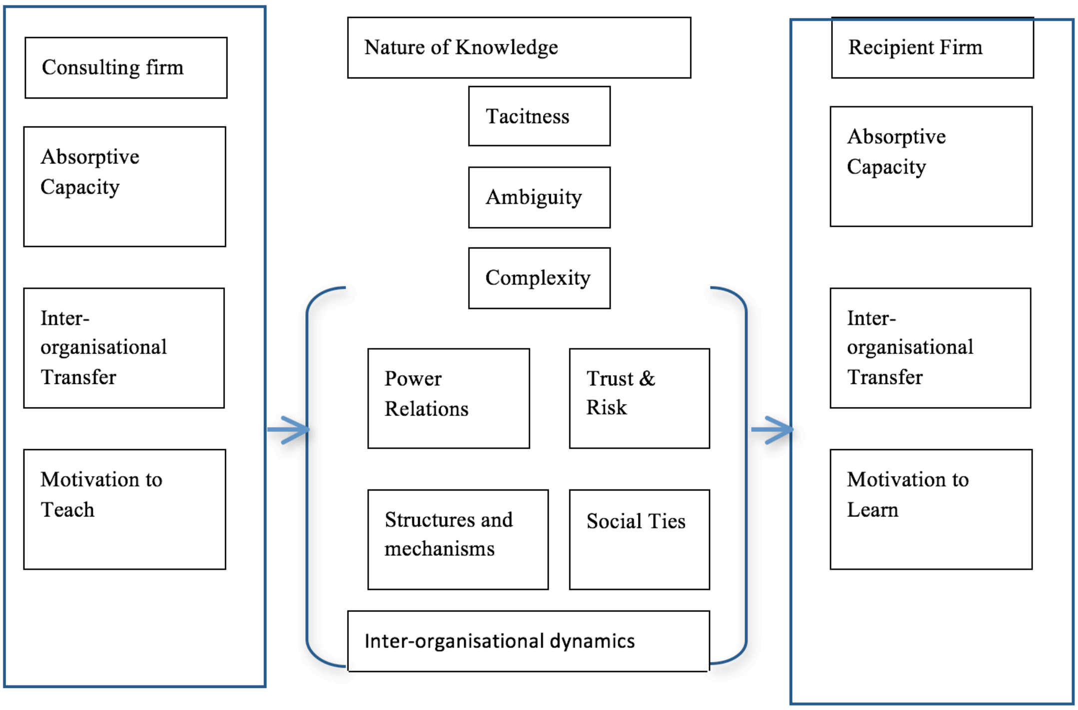


According to Hamel (1991) intention to accept the knowledge is a key condition to reach ensured SVC. Since this research is focused on managerial and business-oriented KT to and with Russian organisations, the roles of the actors, the recipients and the transmitters are emphasised. As a more developed, balanced exchange of knowledge it is not rigidly accepted that Russian organisations are the sole receivers and the Western organisations are the sole transmitters of knowledge. Personal experience from and by observation during Russia's transition period and beyond, gives evidence to the fact that a number of Russian organisations have out-learnt their Western counterparts.

As argued by Zahra and George (2002, p. 185) "Firms with well-developed capabilities of acquisition and assimilation (PACAP) are likely to be more adept on continually revamping their knowledge stock by spotting trends in their external environment and internalising this knowledge, thus overcoming some of the competence traps". Timing and costs are the two relevant dimensions. First, a developed PACAP assist firms to track changes in their industries in an effective manner and by that, supports the dissemination of necessary capabilities such as production and technological competencies when the opportune arises. Second, as stated by Niosi et al. (1995), the insufficiency of ACAP among transferees can result in big transfer costs. In this study it is stated that a lack of ACAP in an organisation can be laid back to the lack of understanding and/or ignorance of the function of ACAP. The (group) behaviour inside, which separates departments or units and/or individual employees in accepting or rejecting the dissemination of internal knowledge and/or acquired external knowledge and expertise, is conditional to gain SVC and by that, a competitive advantage.

For effective cross-boundary KT a sufficient level of ACAP is essential (Easterby-Smith, Graca, Antonacopoulou & Ferdinand, 2008). The development of mutual trust and the recipient's eagerness to gain from the cross-boundary connection are key determinants in this process. At the same time, the transmitter's motivation to teach should be an important factor, equal to motivation of the recipient. Asymmetry of power situations and the dependency of the recipient diminish the bargaining power of the knowledge transmitter, as learning has an impact on the independency of the relation, which become more balanced. As argued by Easterby-Smith et al. (2008, p. 678) "We consider the characteristics of the donor (transmitter) and the client (recipient). There is a degree of symmetry between the two for two reasons: first, KT may take place in two directions as roles, styles and relationships change through alliances and business networks, and second, the best teachers are often the best learners". A major and key factor in learning relationships is the presence of ACAP, which stand for the possibility to recognise any presented new or adapted knowledge, to internalise and to implement that knowledge (Cohen & Leventhal, 1990). In Szulanski's (1996) study it is argued that the process of the adaption of new knowledge, in a number of occasions is complicated, difficult and not accepted as an easy job to do. Similarly, the transmitter needs their ACAP to estimate the value potential of the new knowledge, for implementation by the recipient. Probably, the transmitter is obliged to add additional capability for inter-organisational transfer to provide the client with information in an efficient mode. As Easterby-Smith et al. (2008) argue, inter-organisational KT can be analysed not only at the organisation's level but also at other, e.g. at the individual and personal levels, People are main repositories of knowledge in organisations and act as learning agents. Individuals have the option to transfer and spread tacit and explicit knowledge as well and are available for adaption of their acclaimed knowledge to other connections. The outcome of transfer between the donor and the recipient is affected by the inter-personal interactions. Another level of inter-organisational KT can take place in strategic alliances and networks between organisations.

Figure 4: *Inter-organisational Knowledge Transfer Model of Easterby-Smith et al. (2008)*



Cultural differences can significantly hinder the KT within the organisation (Van Wijk et al., 2008). However, compared to the inter-organisational KT, intra-organisational KT, i.e. between units or departments of the same organisation, contributes a higher level of results to the ultimate outcome.

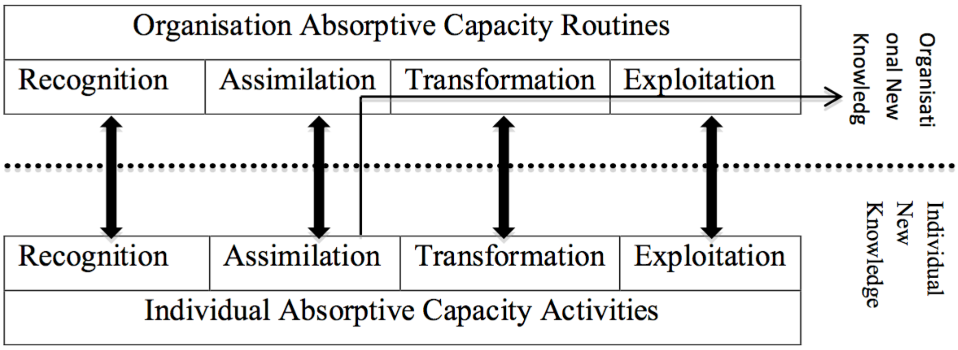
The role of knowledge transmitter is not being exclusively attached to Western consultants as well as knowledge recipients are not exclusively Russian recipient organisations (Michailova & Sidorova, 2011b). To be able to compete in free-market conditions, organisations in the transition economies in the 1990's were under pressure to acquire and to obtain knowledge on managerial, technological and marketing capabilities. From the year 2000, a reduced flow of knowledge from Western actors to Russian organisations has been noticed by the author of this study, since a growing part of Russian organisations found the options and developed the ability to "translate" the requested capabilities, necessary for being able to operate in the market-based economy.

Zahra and George (2002) pay attention to the fact that for understanding the processes and outcomes of KT between Western and Russian companies, it is critical to consider ACAP-related factors associated not only with Russian companies, but also with their Western counterparts. In other circumstances, the ACAP will continue to be treated as a "black box" or as an outside factor of influence. The authors suggest and advise to pay simultaneous attention to external and internal ACAP and examine the mechanisms that allow and facilitate the interaction between the two ACAP.

Michailova and Jormainen (2011a) argue that it is crucial for Western actors, to adjust and prepare themselves to enter into a new and different economic and social environment. An important part of a re-orientation is acknowledging that inside Russian organisations an internalised knowledge is available. It is crucially important and can be utilised, kept and improved when operating in the local, Russian environment, therefore, should not be discarded. Acceptance of the locally available, useful knowledge and experience is of considerable importance for Western actors and organisations, to be able to get actively involved in the "translation" of and even "adaptation" of co-produced curricula of knowledge.

The study by Lowik, Van Rossum, Kraaijenbrink and Groen (2012) conceptualised individual ACAP, provided a measure for it, and examined three of its antecedents: prior knowledge, network diversity and cognitive style. According to them "an individual's external network diversity and a bi-society cognitive style were more important predictors for individual ACAP than prior knowledge" (Lowik et al, 2012, p. 3). The availability of ACAP on the individual level and, at the same time, on organisational level, as well as the interactions between individual and organisation are graphically illustrated in the diagram below.

Figure 5: *Relationship between Organisational ACAP Routines and Individual Capacity Activities, with Knowledge Flows (Lowik et al., 2012)*



As argued by Lowik et al (2012, p. 6) "the multi-level characteristic of ACAP is used to distinguish conceptually between organisational ACAP routines and the ACAP activities of individuals". Figure 5 illustrates the multi-level character of ACAP and the interactions between organisational routines and individual activities. The latter are presented by the two-sided vertical arrows. ACAP is considered as multi-level and in the same time, as a multi-dimensional construct. As mentioned previously, the organisational ACAP is jointly formed as a construct of four dimensions: recognition, assimilation, transformation and exploitation (Jansen, Van den Bosch & Volbeda, 2005; Todorova & Durisin, 2007; Zahra & George, 2002). The four blocks shown in Figure 5 represent the four dimensions. They all are distinctive and related to separated processes (Jansen et al., 2005). "They have separate but complementary roles" and "coexist at all times" (Zahra & George, 2002, p.191). The four dimensions are interrelated and illustrated by following the knowledge flow through the ACAP processes in a subsequent order. A starting point is the recognition by individuals of new or modified knowledge, identified by them as a valuable for the organisation. In Figure 5 the flow of knowledge is characterised and illustrated with the arrow in horizontal position, starting with *recognition* at individual level. In the *assimilation* phase through and by internal knowledge dissemination, the personal knowledge becomes organisational knowledge. The described development is illustrated by the arrow, initiated from the individual level and leading to the level of organisation. After assimilation, the acquired knowledge is developed into ideas through the confrontation with the already available knowledge from the other members of the organisation. To conclude, in the *exploitation* phase, the newly adapted knowledge is applied to realise new products, services or processes. In sequence with the flow of knowledge to the organisational level of the ACAP processes, individuals, after *assimilation*, keep the possession of new knowledge. Personal ownership of knowledge is shown in Figure 5 by the dotted arrow (Lowik et al., 2012).

As argued by Cohen and Leventhal (1990, p. 149) "The empirical analysis of investments in research and development suggested that companies are in fact sensitive to the characteristics of the learning environment in which they function". As a conclusion, ACAP appears to be a part of a firm's decision modus in allocating and implementing resources for innovations. Despite these findings, since ACAP is intangible and its benefits are indirect, there is an uncertainty about the appropriate level, not to mention the optimal level of any investment into it. However, if the organisation is eager to acquire and implement knowledge not related to the present direction of activity, it must deliberately invest in the acquisition of additional ACAP. This can be done by stimulating the present staff to gain additional knowledge by education and training and/or include additional staff with experienced ACAP, to be able to absorb the requested knowledge from other domains.

As argued by Ndiege, Herselman, and Flowerday (2012), organisations, (regardless the size) need to have properly developed abilities in external knowledge attainment and assimilation, as well as knowledge transformation and exploitation within the organisation, in order to maintain their competitiveness. As a result, ACAP has become highly relevant not only for large organisations but also for SME's. There are some obstacles SME's meet while trying to include a full scale ACAP into their organisation. Domination of owners/managers and/or major shareholders, results in distinct leadership roles and styles. Leadership is really influential and plays important roles in the in and outflow of information. A "*not-invented-here"* attitude of an authoritarian management style is able to prevent the necessary external acquisition of knowledge.

2.7.5 Russian and Western perspectives on culturally ingrained transfer of management knowledge

From the 1990's, hundreds of training courses, from one-day seminars to full-size MBA and EMBA Programs, have been developed to educate and to train Russian managers in the transitional economy of that decade and beyond. A number of programmes did not consider the pitfall of the prevailing cultural norms and attitudes in Russia, neglecting the historical fact that in the Soviet period training programmes were dedicated to emphasise procedures and regulations and to discourage initiative, creativity and innovation. As argued by May et al. (2005, p.25) “Effective transfer of (Western) management knowledge requires trainees/managers to engage in a four-stage process that includes (i) accepting, (ii) understanding, (iii) communicating, and (iv) utilizing new knowledge”.

Accepting

In a majority of cases (May et al. 2005) it is reported that conflicting values and cultural issues can act as blocking elements in the transfer of knowledge and cause a limitation of the ACAP of the recipients. Primarily educated and “formed” in the previous Soviet system or the period of transition in the 1990’s, the recipients have to go through a process of *unfreezing*, to “melt” the blocking elements that inhibit a recipient stance to learn the new free-market practices. The presentation of management practices (e.g. strategic planning) with a connection to linear processes, as close to explicit knowledge, data and specific information for adaptation is supportive for acceptance by Russian recipients. Shared experiences between the transmitters and recipients (bi-directional) is also a prerequisite that simplify and facilitate the transfer of *tacit* knowledge, more beneficial to a pro-active implementation of both tacit and explicit management knowledge. Objectively, to combine and utilize the recipient’s traditional and emerging attitudes and values, the processes and contents of the transfer of knowledge are argued by May et al. (2005).

The intention of managerial KT is to affect the values and cultural underpinnings, the behaviours and attitudes inevitable to be understood, internalised and incorporated in KT process. Assuming, that (i) the behaviour of Russian executives are influenced by conflicting attitudes and values, in particular with the most seasoned executives with previous experiences in the (FSU) command-control economy and (ii) the newly established values emerging as a result of the KT process, have the potential to approve and to absorb, free-market oriented management knowledge that should be implemented (House, Hanges, Javidan, Dorfman & Gupta, 2004) and known as the “GLOBE” study.

In conclusion it can be said, that it is essential for the foreign transmitters to understand the recipients of the transferred skills and managerial knowledge. At the same time, the Russian managers should be inclined to accept a learner’s perspective and to realise that processes successful in the past are possibly not appropriate anymore in the free-market environment (Hill, Frimston & Sitco-Lutek, 2003).

Understanding

With understanding of the cultural background, behaviour and attitudes of Russian managers, including their thinking and communication processes, programmes are designed with embedded processes to foster a more open-minded culture whereby communication and team oriented approaches are presented, taking into consideration the managers own appreciation of their previous experiences and operational conditions.

Despite a diminishing, a number of Russian managers are still dominantly driven to obtain incentives in bonuses, material gestures and privileges. Additionally, inherited from the old system, the option to be at risk to receive or to be entitled to for punishments has still a noticeable influence on their mind-set.

As an example of straightforward KT frameworks for strategic planning are utilised and presented in the “toolkit” (in tables, graphics and pictures) to satisfy the requirement of the Russian managers for rational models.

The closing section of Chapter Two is a discussion and elaboration on the ultimate outcome of the processes of transferring knowledge to accomplish a sustainable value creation.

2.8 Sustainable Value Creation as the desired result of the Knowledge Transfer process

The ultimate goal of any “inbound” and “trans-boundary” managerial KT process is SVC. It ensures the immediate value creation (VC) for the clients (recipients) and simultaneously the long-term enhancement of the (transmitter) organisation’s “body of knowledge”. Möller andTörrönen (2003, p. 113) argue that VC “can be described as a spectrum compassing from core value, to added value, and to future value”. Special attention should be given to the sustainability aspect of VC. According to the authors ensuring the results of VC is a key attribute in the processes of consulting. The conclusion of the author of the underlying study, based on practitioners’ experiences and observations, is that the problematic identification and measurement of the financial and non-financial results obtained and costs incurred is a complex task in the evaluation of the ensured Value at a disposal of the client (receiver). In addition, perceived value and the valuation of benefits and costs, especially in the trans-boundary KT process are influenced by cultures, relationships between actors and the organisational environment

(Dubina, Carayannis & Campbell, 2012). VC depends on the relative amount of values subjectively realised by a recipient (or target users) who can be an individual, an organisation or the whole society. The recipient is the focus of VC and therefore, the subjective value actualisation must at least be translated into the user's willingness to exchange a monetary compensation for the received value (Lepak, Smith & Taylor, 2007).

For the purpose of the current study, the SVC is defined as "the quotient of benefits/costs (alternatively: satisfaction of needs/use of resources) where value is not absolute, but relative and may be viewed differently by different parties in differing situations" (Laursen & Svejvig, 2016, p. 2). The core or basic concepts of SVC (*Strategy, Project, Output, Result of Change, Benefit, Value* and *Value Creation)* are sequentially related to each other. However, this is a highly simplified and idealised presentation. According to the authors, the relationships and connections between the basic "components" in management practice are much more compound and inversely linked and can be classified as the strategy, project, output, outcome/change, benefit, value and VC. SVC is tightly linked to strategic management, and *strategy* could be described as the art of VC (Norman & Ramirez, 1993). Implementation of strategy follows a multi-project approach e.g. by project, portfolio, and program management. "A *project* may contain a single project or a group of projects in the sense of a temporary organisation that empowers value creation" (Bakker, 2011, p. 494). Project management has an operational and temporary nature. It is implemented to optimise benefits and costs incurred in projects, to establish value and to ensure SVC for the receiving organisation (Quartermain, 2002). *Output* is VC, which means "the temporary production, development or improvement of a physical product, system, facility or process and monitored and controlled against specification (quality), cost and time" (Winter, Smith, Morris & Cicmil, 2006b, p. 644). In general, the output as a result of a trans-boundary KT process, is a subject to diverse ratings, as the origin of organisations is from a variety of cultural heritage (Esper, Ellinger, Stank, Flint & Moon 2010). *Outcome* is the change that accurse in the organisation as a result of using the project's output (Office of Government Commerce, UK, 2009). *Benefit* is the enhancement resulting from an outcome/change, which is perceived as positive by one or more beneficiaries (Bradley, 2010). *Value* is the representational ratio between benefits and costs. However, it is relative and probably perceived and evaluated differently by involved beneficiaries (Morris, 2013). *VC* is highly relevant for practice and should be incorporated in the development and execution of the strategy, integrated into the benefits and cost approach and to ensure that the value as to referred, will cause benefit, whether for an individual, organisation or society (Laursen & Svejvig, 2016). As argued by Grönroos and Voima (2013, pp. 140-141) "The creation of value inside the recipient's organisation is divided in spheres of VC. Depending on the sphere involved (transmitter sphere, recipient sphere, joint sphere), the roles of the individual actors are distinctive and are possibly following in different sequences and periods of time".

As discussed by Lowendahl, Revang and Fosstenlokken (2001) "Value is created and generated in two distinct ways: Professional Service Firms as Consultants (PSF's) they provide value to their clients/recipients and they provide value (knowledge) to their own repository of accumulated knowledge, enhancing their knowledge base. Owners of PSF's gain from financial returns and from knowledge development, as the latter, to the extent that new knowledge is retained with the organisation and is rather similar to retained earnings" (Lowendahl, et al., 2001, p. 918).

A number of researchers define value primarily in monetary terms, whereas others emphasise a more broader definition that include also more non-monetary benefits and sacrifices, such as competitive gains, competencies, social relationships, knowledge, spent managerial time etc. (De Chernatory, Harris & Dall'Olmo Riley, 2000). Assessment of value is regarded as a complex undertaking, especially in the identification and measurement of the non-monetary and monetary gains and costs. Additionally, perceived value and costs are inclined to vary among receivers, between cultures and in the transmitter-receiver relationship. Within this respect, VC requires combined efforts in a longer term, whereas the gained value is dependent on the quality, intensity and sustainability of the present transmitter-receiver relationship (Etzkowitz & Leydesdorff, 2000).

Functions of transmitter-receiver relationships can be basically divided into direct and indirect functions. Walter, Mueller, and Helfert (2000) use the following direct-indirect value dichotomy for identifying the value functions in a relationship between transmitter and receiver, from the transmitter's perspective.

Direct-value functions

- Profit function, which refers to the direct revenue;
- Volume function, which refers to the volume of business;
- Safeguard function, which refers to the "guarantee" of business and profit.

Indirect-value functions

- Innovation function, which refers to the options for product and process innovation;

- Market function, which refers to the option to gain new clients by references;
- Scout function, which refers to acquisition of market and other information;
- Access function, which refers to gaining access to relevant other actors.

All above-mentioned functions are interrelated, taking into consideration that the relationship between transmitter and receiver is evolving over time. The network aspect of VC has been investigated by Ford and McDowell, (1999) who argue that the influences of actions, carried out in a transmitter-receiver relationship, should be analysed on four levels: the direct effects on a relationship, the generative effects on the relationship, the effects on the relationship portfolio and the impact of value activities, and the influence of value activities on the wider network of the transmitter and receiver.

In the following section, a comparison between the Russian and Western contrasting perspectives on SVC is discussed, elaborated and valued.

2.8.1 Contrasts of Sustainable Value Creation: Russian and Western perspectives

The implementation of intellectual capital in Russian organisations to establish ensured SVC shows that there is a strong tendency to invest in tangible assets, rather than in intangible assets, since the period for ROI is relatively shorter. In contrast, there are some, mainly smaller organisations, often SME's with a high level of labour productivity, producing market oriented products and services and rewarded by additional profit (Volkov & Garanina, 2007). These innovative leaders among Russian organisations understand the roles of intellectual capital in the creation of SVC, investments in fixed capital, expenditures in research and development and, overall, prefer a manageable size of organisation.

Among Russian economic scientists, the focus on the research of the position of intellectual capital in Russian organisation is nearly not existent. Only the contributions of Baiburina and Golovko (2008), Goncharova, Kartasov, and Gavrilov (2009) and some others, have been located. Russia's economical and institutional regimes have an impact on the efficient implementation of existing or new knowledge, to be transformed in SVC (Molodchik & Bykova, 2011). Compared with the practices in Western countries, research by Erik Sveiby (2007) and colleagues, demonstrated that the input of intellectual capital has a proven and positive impact on market share and value, productivity level, sales growth and the capital return on assets (ROA).

Baiburina and Golovko (2008) researched data from 19 open (registered on the Moscow' Stock Market) Russian enterprises in the period from 2002 through 2008 and determined the intellectual enterprise value as the difference between the market value of their shares in the stock market and the balance value of equity. Influence is shown by expenditures in training facilities, total assets, the number of employees, dividend pay-out and investments, as the drivers of intellectual enterprise value.

Concluding, it can be said that the role of business networks for the exchange of knowledge, shared expertise and mutual support between managers and owners/ entrepreneurs and the members of staff of the respective organisations, is not well-developed in Russia, in contrast to the developed economies. Russian authorities are instrumental in bringing organisations together, mainly sector wise. By the input of their (legal) power and larger amounts of investment capital and/or subsidies, the remains of previous artefacts of the FSU command-control economy are the subject of revitalisation processes, e.g. in the aircraft, power utility and automotive industries. Business networks, to be established by bottom-up development among SME organisations do not encounter a "level playing field" by the Federal and Regional authorities, in comparison to the state-owned and state-subsidised organisations. As a relict, left from the previous command-control economy, Russia's "ruling class" still likes to be involved and to be able to grasp from the state owned and state controlled enterprises. Twenty-five years after the implosion of the FSU, roughly half of the economy in Russia is still (or again) in the ownership or under the control of the State. The pre-conditions for the development of a stronger, more liberal free-market economy are almost absent in the Russian economy of today and it can be assumed that there are no signs for improvement.

The final section of this chapter is dedicated to the importance of language and agreement on contexts to avoid miscommunications and misunderstandings in KT processes as well as to be able to accomplish SVC as the desired results.

2.9 Language, context, miscommunications and misunderstanding in Knowledge Transfer and Sustainable Value Creation processes

In the international business literature, a rather new and unobserved topic is the existence of disengagement of communication, which occurs frequently in emerging markets e.g. Russia. Connected to the deficiencies in the local professional business discourse, stemming from limitations in language proficiency can be traced from a lack of experience with the free-market economy, establishing barriers between the foreign service providers (transmitters) and local business owners/managers (recipients) in a trans-boundary KT (translation) set-up. To fail to implement the suitable linguistic expression, which complicates adjustments of a cross-cultural nature, will hamper and occasionally prevent to reach the level of ensured SVC by the involved actors and the organisation. Financial losses and/or not obtaining the required and projected process efficiencies and revenues can be the result for the involved organisations. As argued by Kuznetsov and Kuznetsova (2014) the relative inadequacy of the available professional idiom is likely a certain feature in the organisational environment in the economies in transition, which requires some time and a point of attention in trans-boundary KT processes.

Oriented on the situation in emerging markets, several authors have identified a number of language-sensitive issues. Mainly observed and experienced by business trainers, consultants and educational professionals, difficulties are encountered in managerial KT (Branine, 2005; Elenkov, 1998; Michailova & Hollinshead, 2009). In the available literature, an attention is paid on subjects, such as the cultural constraints in emerging markets on knowledge acquisition and dissemination (e.g. May, Puffer & McCarthy, 2005; May, Stewart, Puffer, McCarthy & Ledgerwood, 2011) and the historical background of the invalid managerial expertise and practices of business in emerging markets/economies in transition (e.g. Holden, 1991; Holden, Kuznetsov & Whitelock, 2008a; Holden & Tansley, 2008b; Michailova & Jormainen; 2011a; Rodrigues, Gonzales Duarte & de Padua Carmen, 2012).

Analyses of the origins of language-related problems and their impact on KT and international business, as a threshold to the absorption and the evolvement of the level of MK in emerging markets, occur rarely. From the KT perspective, a consistent and detailed effort in this field is delivered by Holden (1991,1994), Holden at al. (1998), Holden and Tansley (2008b), Holden and Vaiman (2013). They argue that discursive barriers (socially and historically) have more influence by itself alone than on preventing mutual understanding. “They create false trails, protract dialogue, block the establishment of cognitive ground” (Holden & Tansley, 2008b, p. 212), costing the companies misdirected resources through knowledge depletion, talent waste and strategic readjustment (Baeuerle, 2013).

The situation in Russia and other post-communist countries is differentiated from each other but they all show a more or less lack in terms of equivalency and an interruption in the continuity of business practices, as executed in the decades under the Soviet system. The previous Soviet model, without the irrelevant notions of Western business, management and entrepreneurship, is replaced by a free-market model in which the Western notions are essential and in full use. Given the poor quality or even the absence of any support by legislative, institutional and informative institutions, there are obstacles and drawbacks in the new economic reality, where the "operators" have to rely on their already acquired ability and instincts, to manage and to interpret the incoming, confusing messages and signals, delivered by a highly disordered environment, in which they have to operate (Kuznetsov & Kuznetsova, 2014). The Russian environment is not helpful in the establishment of clarity in terminologies and improvement of semantic unity. Professional language is used to develop in an evolutionary process, to expand the vocabulary and to meet the demand of evolving professions and growing expertise. The development in Russia followed another pattern; the nearly overnight elimination of the central planning system demands a new vocabulary, pressed by the radical change of economic and social models. To be able to connect with the new business conditions, the professional expertise and knowledge are imported from foreign languages, mostly from English (Kuznetsov & Yakavenka, 2005). As an example, it took the Russian financial sector more than a decade to transfer, translate and adapt the certain indigenous terminology and to accumulate descriptions that allow implementing professional terms and situations recognisable for native Russian speakers. Despite some shortcomings, the volume of this glossary is historically significant. It shows the rebirth of a profession, which was not existent in Russia in the more than seven decades of oblivion (Kuznetsov & Kuznetsova, 2014).

The relevant themes for the underlying study are the strong connections between the actors in the KT process, creating, developing, exercising and implementing new or adapted knowledge. Based on the presence and availability of a professional discourse in Russia, not hampered by a lack of (translational) understanding and an insufficient level of RACAP and ACAP with all actors, a qualified volume of ensured SVC is the expected outcome (result) of the process of knowledge *translation* resulting in its *adaption* (Holden & Vaiman, 2013).

2.10 General perspective and the Research Model

In this Chapter, the literature review was presented related to NC and OC as subjects to a trans-boundary KT from the actor's (transmitter's and recipient's) perspectives. The exploration of the scientific resources regarding the influence of the human actors on the process of the managerial KT connected with the roles and learning styles of the recipients and their counterparts, the external transmitters was conducted. A variety of insights, directions, controversial and opposing statements and theories from a diversity of scientific and pragmatic contributions were discussed, elaborated and scrutinised. To be able to facilitate the process of managerial KT, the impact of the level of OL ability and the awareness of the importance of the availability of a secured level of ACAP in the organisation were discussed, compared and evaluated. SVC was the final and conclusive topic of the underlying literature review. An attempt was made to question the existing literature on the themes involved and to find and combine existence and/or non-existence of inter or intra relations between the involved actors from foreign and domestic organisations. Herewith, the approach used was the exploration of the existing literature to find areas regarding the effects of trans-boundary KT, which are not or are hardly covered and explored, as a result of which there is a lack of information on the process of transfer, translation and adaption of managerial knowledge and skills.

The researched literature was grouped by themes in a consistent approach, within the dimension of the cross-boundary, cross-cultural transfer of MK and the relationship between actors in their related functions as a transmitter and a receiver. The findings in these areas and themes were incorporated, discussed and commented in the reflections below, to be served as building blocks for the development of the research questions.

After studying, analysing and selecting the broad and multi-disciplinary field regarding the trans-boundary transfer of management knowledge and skills between OCs, it was concluded that:

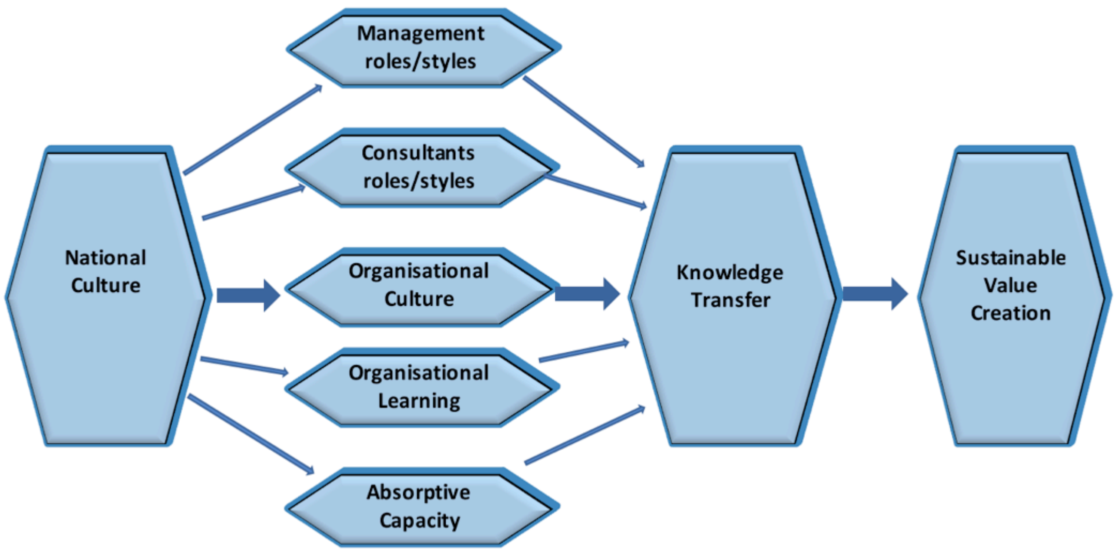
i. There is an insufficient insight in the process of KT between actors in trans-boundary situations and influencing factors, such as NC, OC, the consultants/entrepreneur’s roles and styles, OL and ACAP.
ii. A limited number of studies have been conducted to research the management KT between consultants and entrepreneurs/managers in trans-boundary environments.
iii. The majority of studies, which researched the relationship between actors in the KT process didn’t include the presence of existing cultural differences.
iv. Studies undertaken are mainly executed in a diversity of sectors/industries with specific conditions and as a result, the conclusions and recommendations have a limited value for a general application.
v. Nearly all studies are based on a qualitative approach and character.
vi. In the majority of studies the effect of the KT on SVC is not taken into consideration.

The central question to be discussed and to be answered throughout this study is "How to ensure the SVC by transferring managerial knowledge and skills, between OCs in a trans-boundary setting?"

Research model

Based on the literature review and to study the mentioned propositions the following model was developed for the current research.

Figure 6: *Model of the Research*



Subject to the underlying research is the process of management KT seen by the transmitter and the receiver. Specifically, the process of KT itself, the communication processes between actors and the results of the KT process assessed by the acquired and accumulated sustainable value for the organisation is analysed.

Variables that are researched in this thises as having an impact on the effectivity and success of organisations are as follows.

- National Cultures include the influence of National Culture on the Organisational Culture.
- Organisational Cultures include the influences of the style of management, the business sector, the co-workers, international connections and the environment.
- Management roles/styles include issues related to Intrinsic and extrinsic motivation of Recipient and Source.
- Consultants roles/styles include issues related to communication encoding, decoding competences and source credibility.
- Organisational Learning includes shared understanding and arduous relationship.

- Absorptive Capacity includes the capacity to recognise, connect and to implement new knowledge.
- Knowledge Transfer refers to the ability to acquire, develop, transfer and disseminate additional knowledge in an organisation.
- Sustainable Value Creation includes long-term beneficial results for the organisation.

As displayed in the model, the trans-boundary transfer (translation) of managerial knowledge and skills between organisations with their (probably) distinct type and (deep) rooted and vested cultures are, in many situations, severely influenced by the overarching national (and or regional) culture. Aside the NC as an important factor in establishing OC, there are other factors on organisational level, contributing to the creation of a certain "own" culture of an organisation. These so-called facilitating factors can be found in organisations with a diverse (low to high) levels of effectiveness, influencing each other and constituting the dedicated culture of an organisation. The main facilitating factors are:

- Leadership and differentiated entrepreneurial roles/styles of the management;
- The influential part played by the consultants as a transmitter and moderator and with their roles and styles;
- The ability to accept and internalise OL by the staff, organised, supported and facilitated by all management levels;
- The presence of a sufficient level of ACAP of the organisation's staff, management and the involved consultants in their capacity as transmitter/moderator, to guide an efficient and effective process of KT in a translated mode.

All these elements should lead to a preferable outcome: the SVC, resulting a competitive advantage for the recipient organisation in their market sector.

In the trans-boundary process of the exchange, delivery and translation of MK and skills from transmitter to receiver and vice versa, a number of variables are more or less influencing, supporting or hampering the process with a variety of outcomes, ranging from a complete success to a complete failure. The position of actors, from distinct backgrounds within differentiated cultures, gives many options and possibilities for misunderstanding and non-understanding in the communication process

The forthcoming research is primarily based on a practitioner's observation and experience in trans-boundary, culturally diversified environments but with embedded, widely collected scholarly contributions by renowned academics and practitioners, in the variety of fields, touched by and included in the underlying research. As already stated in the reflections mentioned above, in the research clarification on the processes of KT and factors externally and internally influencing and facilitating in the recipient organisations is projected. The actual situation of the availability of a limited number of studies, focused on the relationships between consultants (transmitters) and the managers/owners of the client-organisations (recipients) from diversified cultural backgrounds will be addressed. The study will also address the issue of cultural differences, as influential factor on the processes of KT. The research is conducted on management level with participants from a variety of sectors and industries. The outcomes will present a more general oriented conclusions and recommendations, more geared to and applicable for wide-spread, trans-boundary and culturally diversified operations. Both quantitative and qualitative methods of data collection are utilised in the research. The implementation of the Multi Method Research (MMR) approach makes reaching more stable and elaborated outcome feasible. In the underlying research as the requested beneficial outcome of the KT processes, the gain of competitive advantages for the recipient organisation and the expected result of the implemented SVC is taken into consideration.

In Chapter Three, propositions concerning the KT between trans-boundary entities are proposed, based on the literature review presented in Chapter Two. As the basic research methodology, Action Research (AR) is described. The positions of ontology and epistemology in organisational studies, especially with an AR approach are discussed and concluded followed by the MMR approach in which the outcomes of quantitative and qualitative data collection methods are discussed, compared and the combination, appropriate for this study is proposed. Explication of the data collection instruments used in the research, i.e. online survey questionnaires and focus group guidelines are also presented. Peculiarities of data-collection, the approaches to statistical and methodical analysing of data, the use of installed software programmes closes Chapter Three.

"No job is more vital to our society than that of the manager. It is the managers who determine whether our social institutions serve us well or whether they squander our talents and resources".

Henry Mintzberg

Chapter 3. Research Methodology and Practical Research

3.1 Research questions and propositions

For the study of the underlying values, believes and principles derived from the overarching NCs, which serve as the foundation of OC, the combined approaches of Hofstede, Trompenaars and Denison will be used. The individuals, as "actors" in the roles of entrepreneur/manager and consultant are widely and intensively researched and described in studies from a number of directions. The research on consultants will be based on the findings of Farey (2008). Entrepreneurial roles and styles will be examined by the 2x2 typology, developed by Tang, Tang and Lohrke (2008). Human behaviour will be the leading theme in the OL mode. Research from a "humanistic" perspective will be used to emphasise the positive potential of human beings and self-actualisation as the ultimate goal.

To research the level of ACAP the outcomes of the studies of Zahra and George (2002), Michailova and Sidorova (2011b), Michailova and Jormainen (2011a) will be incorporated, since their approach is two-sided and open to the simultaneous exchange of the ACAP factors. For studying the diverse aspects of SVC, Walter et al.'s (2000) dichotomy in transmitter-receiver relationships and the division in direct and indirect functions will be implemented.

Research questions

The first groups of the research questions are concentrated on the effect of NC on Russian organisations. As argued by theorists, supporters of the Modernisation theory, from Bell (1976) backwards to Karl Marx (1973;1867) the economic development of countries is connected with successively, persistent changes of NCs. Opponents to the Modernisation theory, e.g. Weber (1958) and Huntington (1963), argued that the basic values in NCs had an autonomous and pervasive impact and influence on the attitudes and believes with an overtone present in societies. For underlying research, the position is accepted that both tremendous changes of cultural values and attitudes and, at the same time, the persistence of traditional cultural exposure are manifested. While focussing on Russia as an exponent in the underlying study, a position of Inglehart and Baker (2000) is accepted, which assumes "the combination of the value convergence as a result of *Modernisation* and the persistence of *Traditional values* regardless of political and economic changes".

The three key research questions are.

Key Research question 1: *What are the effects of NC and OC on Russian organisations?*

Key Research question 2: *What are the influencing factors on the KT processes in Russian organisations?*

Key Research question 3: *What are the decisive factors to establish SVC in Russian organisations?*

In more detail, based on the analysed literature, the following research questions and sub-questions were proposed.

RQ-1. What are the peculiarities of Russian organisations?

RQ-2. How does NC affect the OC in Russian organisations?

RQ-2.1 How does NC affect the management and communications style in Russian organisations?

The Successful KT is deeply impacted by the context of the organisation's culture. The developed organisational parameters of KM, with direct influence are known as organisation, human resources, technology and methodical approaches. The position and contribution of the organisation's leadership and the OC are considered as important factors in Russian organisation's especially with regard to KT processes.

From the learning perspective, the role, played by the tendency to contrast *individualism* versus *collectivism* has a certain effect on the learning capability and preferences of actors. Other conditions in the learning process are Internal vs. External orientation, Specific vs. Diffuse culture, Short-term vs. Long-term orientation, Achievement vs. Ascription, Degree of Power and Power Distance, Instrumental-Expressive Orientation and (non-verbal) communication, Time orientation and Time perception. The stronger actor with the major ACAP is the one with the previous acquired knowledge, leading to an asymmetric learning process.

In the process of trans-boundary KT oriented to SVC the intent of involved human actors possess crucial positions. The impact of management and business advisory services in a trans-boundary setting greatly depends on the readiness for reception and internalisation of the actor, i.e. recipient organisation.

It should be considered that the entrepreneurs/managers (recipients), which evolved their careers in the 1990's or before that have a different background and education compared with their western counterparts, as they received their education and started their career in organisations in the Soviet era. Although many of them experienced some kind of connections with western business, e.g. by being employed by a Russian subsidiary of a Western company or through customers from the West, coming to and dealing with their Russian employers, only a limited number of managers and/or entrepreneurs received explicit business education from Western business schools or their affiliated business educational institutes in Russia. Teaching economics in Russia changed profoundly since the end of the Soviet period. However, since the majority of Russian entrepreneurs, nowadays, have an academic degree mainly in the Beta sciences, they still have to learn "how to do business" in practice. Therefore, there is a large demand for additional modern business education, but with the condition that the knowledge is translated to the Russian reality. Thus, the research question and sub-questions are formulated as follows.

RQ-3. How does OC and organisational environment affect the KT process?

RQ-3.1 How does the management and communication style in Russian organisations affect the KT?

The consultancy and advisory service in trans-boundary situations demands a change of advising style in accordance with the OC. A flexible approach to the level of available knowledge, the identified explicit and tacit needs of the entrepreneur/manager and at the same time, a detailed insight in the needs of the organisation are important preconditions for the successful KT. It is also known that behaviour of the advisors, the way they conduct themselves over time when trying to influence the acceptance and the performance of the actors/receivers, need a situational approach. Consultants and advisors need an open attitude to accept local knowledge and experiences, offered by recipients, to exercise their ability and flexibility in bridging the cultural gap and implementing their cultural awareness. Therefore, the sub-question 3.2 is formulated as follows. The openness and readiness for OL and the presence of a sufficient level of ACAP both with receiver and transmitter are beneficial to the quality of the KT processes as well.

RQ-3.2 How does Consultants' style affect the KT?

RQ-3.3 How does OC affect the OL and absorptive capacity in Russian organisations?

Options for the co-creation of sustainable value emerge when there is an understanding and a close collaboration between actors, i.e. the knowledge provider/transmitter and the client organisation/recipient. In fact, the transmitter should focus on and find their place in the recipient's organisation, e.g. in the spheres within the recipient's organisation where the actual value is created by the involved staff. Knowledge providers and recipients are considered as co-creators of value. The relative importance of each of the actors in the process can't be exactly clarified. Moreover, in the overall value creation process it is not possible to describe the nature of the creation of value by the different actors. Thus, the research question 4 and sub-questions are formulated as follows.

RQ-4. *How does KT with consideration of the peculiarities of the OC affect the SVC in Russian organisations?*

RQ-4.1 How does, in financial and organisational terms, the assistance by consultants, effect the SVC?

RQ-4.2 How does the "Comparative Advantage" established through SVC affect the organisation's position in the longer term?

Propositions

Evolved from the initial Research Model (p. 99) the following explanatory research model is added.

Figure 7: *Explanatory research model*

The researched variables e.g. Management Roles/Styles, Consultant Roles/Styles, Organisational Culture, Organisational Learning and Absorptive Capacity are confronted with the effects of National Culture and the outcomes leading to the level of Knowledge Transfer and sustainable Value Creation, beneficial to the recipient organisation.

Each of the variables and outcomes was researched, tested and valued by a defined set of propositions, as earmarked in the explanatory research model, presented below. The relationship between variables and questions included in the questionnaires is presented in the table below.

Table 3: *Connection between variables and questions in the questionnaires*

Variables	**Alumni Questionnaire**	**Organisations Questionnaire**
National Cultures	Section C1	Section C1
Organisational Cultures	Section C2 - C7	Section C2 - C7
Management roles/styles	Section E50 - E55, Section E60 - E65	Section D3.1 -D3.6 Section F1 – F3
Consultants roles/styles	Section E70 – E82 Section E90 – E92 Section E100 – E113	Section E10 - E11 Section E1 - E4 Section E5 – E9
Organisational Learning	Section E20 – E31 Section E40 – E45	Section E12 – E13 Section E2 – E9
Absorptive Capacity	Section E10 - E18	Section F1, F4
Knowledge Transfer	Section E1- E6	Section D1- D8
Sustainable Value Creation	Section G1 – G7	Section G1 – G7

In connection with the Research Questions, Propositions described below were developed. According to Holden (1991), May et al. (2005), Kets de Vries (2011) transitional economies and organisations operating in such economies tend to have high level of corruption, between-group conflicts, separation and nepotism and low level of stability, progressiveness and supportiveness. Taking into consideration that Russia is still in the process of transformation, the following Proposition was proposed.

P1: Russian organisations carry characteristics, specific to transitional economies and culture i.e. high level of corruption, between-group conflicts, separation and nepotism, and low level of stability, progressiveness and supportiveness.

Russian NC is rather present in Russian organisations (Smith, Dugan & Trompenaars, 1996; Kattman, 2014). The influences in each single organisation depend on situational factors, e.g. style of the leadership/management, nationality and average age of the employees, location, sector of business, etc. (Sasaki & Yoshikawa, 2014). Based on this the Proposition 2 is formulated as follows.

P2: Collectivistic nature of the Russian NC affects the OC positively while the dominance of the leadership culture, culture of foreign workers and lack of trust affect it negatively.

Since the general style of management and communication in Russian organisations is rather "top-down" in nature, it is assumed that a stronger or weaker influence of various components of NC will be observed.

P2.1a: Russian NC affects the management style in Russian organisations by consultation, participation and delegation negatively and by dominant authoritarian and directive management styles, positively.

P2.1b: Russian NC affects the communication style in Russian organisations by transparency of information negatively and by no exchange of information, selective information, limited or censured information, positively.

Based on Chen & Huang, (2007) and Neuijen (1992) it was assumed that the effectiveness of KT in Russian organisations should be influenced by positive or negative tendencies in the environment of the Russian organisation.

P3a: Stabile, progressive and supportive environment in the Russian organisation, affect the KT positively while disruptive, laisser-faire and chaotic environment affect it negatively.

P3b: Openness to new ideas and innovations developed internally and externally, sharing innovations with external partners and the media are affected by the Russian OC positively, while the partly openness to other employees and departments, doing the business in own way, not sharing innovations with external partners and keep them confidential to themselves are affected by the OC negatively.

Based on Kets de Vries (2001), May, Puffer, and McCarthy (2005) it was assumed that the variances in management styles in Russian organisations have positive and/or negative effects on the KT.

P3.1 a: Consultative, participative and "by delegation" options affect the management style in Russian organisations positively while authoritarian and directive styles affect the KT negatively.

P3.1 b: Transparency of information and its full availability for all employees affect the KT positively and in contrast no exchange of information, exchange of selective and limited information will have a negative effect on KT.

Variances in styles of consultancy influence the KT processes in Russian organisations (Puffer & McCarthy, 2011; Michailova & Jormainen, 2011a). Therefore, the proposition 3.2 is formulated as follows.

P3.2: Coaching and supportive consultancy styles affect the KT in Russian organisations positively, while directing and delegating styles affect the KT negatively.

The selection of learning style and the availability of ACAP is supposed to be effected, positively and/or negatively by the prevailing OC in Russian organisations (Lowik et al, 2012)

P3.3: Receptive attitude and understandable and beneficial features affect the OC and ACAP of the OC in Russian organisations positively, while lack of attention and disturbances have a negative effect.

The peculiarities of Russian OC affect the KT in the process of SVC as argued by Riege (2005, 2007) and Ardichvili et al. (2006).

P4: Accepted, transferable, applicable and understandable KT to Russian OC's with peculiarities is positive for SVC while the lack of trust, lack of funds, disinterest of employees and lack of managerial support for KT is negative for SVC.

Consultant's styles have an effect on the financial and organisational outcomes of the organisation This effect can be both positive and negative (Fey & Shekshnia, 2011; Puffer & McCarthy, 2011).

P4.1: Coaching and supportive styles in financial and organisational consultancy have a positive effect on SVC while disinterest, lack of knowledge and insufficient support affects the SVC negatively.

According to Elenkov (1998) and Aidis, Korosteleva, and Mickiewicz (2008) the effects of the types of environment in Russian organisations is supposed to influence, positively and/or negatively the quality of the SVC, as the foundation of "Comparative Advantages", to be beneficial in the market place for the organisations.

P4.2: Supportive, stabile, laisser-faire and progressive environments in Russian organisations are positive, while disruptive and chaotic environments are negative for the SVC and affect it in a longer term, leading to "Comparative Advantages".

In the upcoming chapter, the methodology implemented for the research is explained and elaborated on, followed by a review of all practical and organisational issues of the field research in Russia, to be conducted in cooperation with the CASD Research Group, established as a spin-off in the Department of Sociology of the Russian Kazan Federal University.

3.2 Methodological approach

3.2.1 Action Research

The Underlying methodology of this thesis is partly based on Action Research, as introduced by Lewin (1946), according to whom it is an approach toward social research which combined generation of theory, changing a social system through the researcher acting on or in that social system.

The purpose of all researches, including AR, is the creation of new knowledge, followed by the validation of the claims by testing and concluded by the development/generation of a new theory. This research is focused on for-profit organisations in the Russian Federation, operating both in business-to-consumer and in business-to-business markets, mainly on the level of small and medium size enterprises (SME). The selection criterion is the involvement of the organisations as knowledge recipient in one or multiple advisory processes, involving Western consultants, in the recent decade. The assumption was that implementation of the AR framework for research would be beneficiary for both the organisations (research subject) and the researchers and would add substantial new insights to managerial practice and the "body of knowledge" (McKernan & Masters, 1995).

Basics of the AR were proposed for implementation in industrial organisations by Revans (1971) more than 45 years ago in the publication "*Developing Effective Managers: A new Approach to Business Education",* which has been accepted as a "contribution to a new Business Education". The author proposed a systemic structure of *Action Research*, in which managers were acting as temporary students, conducting research with their employer's or other organisations. In the meantime, esteemed authors such as Kemmis, McTaggart and Nixon (2013), Zuber-Skerritt (2001), Holter and Schwartz-Barcott (1993) make references to the psychologist Lewin (1946) as the scientist who implemented action research in his studies as a novelty. In the meantime, a number of social reformists, such as Collier (1945), Lipitt and Raske (1946) used AR prior to Lewin. According to Kemmis et al. (2013), Lewin (1946) developed a theory of AR, in which it is defined as "proceeding in a spiral of steps, each of which is composed of planning, action and the evaluation of the result of action" (Lewin, 1946, pp. 34-46.). He turned his Action Research (AR) theory construction into a method of acceptable inquiry. Lewin argued that to understand and to change actual social practices it is recommended to involve practitioners from the real world in the process development.

The AR is a framework for research with reference to the competition in "scientific concepts", which drive the variety in directions and expressions in the day-to-day action research, implemented in praxis. Authors, supporting the implementation of AR in organisational and corporate settings, argue that it has reached the status of "scientifically" recognized research tradition. Opposing authors propose that there is an "incompatibility" of AR with the scientific foundation established and advocated by positivist epistemology (e.g. Argyris, 1982; Susman & Evered, 1978; Stone, 1982) Authors, supportive to AR (e.g. Elden and Chisholm, 1993; Aguinis, 1993) argue that discrepancies and differentiations of AR with the "positivist" traditions are overdone and artificially magnified by the varieties evolving from the AR practice. Since sociology, and in particular, the management and organisational studies are still relatively young and in development, the recognition and acceptance as "sciences" is not completed yet. In the scholarly community, there are still remnants of the "classical" position that exclusively "hard evidence" e.g. quantitative data can support scientific outcomes and is to be presented and advocated as "real science" (Avison, Baskerville & Myers, 2001).

Nowadays AR includes a range of widespread forms, not included in overall standards, qualifications and separations from the "good" to the "bad", from the "scientific" to the "pseudo-scientific" in a questionable judgment. The absence of a generally supported definition of AR and the various variances developed and presented by authors from different directions and "schools", give limited evidence, persistence and a strong voice to support the unconditional acceptance of AR to be a "full-fledge" scientific methodology.

For a working definition of AR, the approach of Altrichter, Feldman, Posch, and Somekh (2008, p. 6.) is taken into consideration, according to which:

"Action Research is about people reflecting upon and improving their own practice by tightly inter-linking their reflection and action and making their experiences public to other people concerned by and interested in the respective practice".

The definition, proposed by Kemmis et al. (2013 p. 5) is more detailed and explorative:

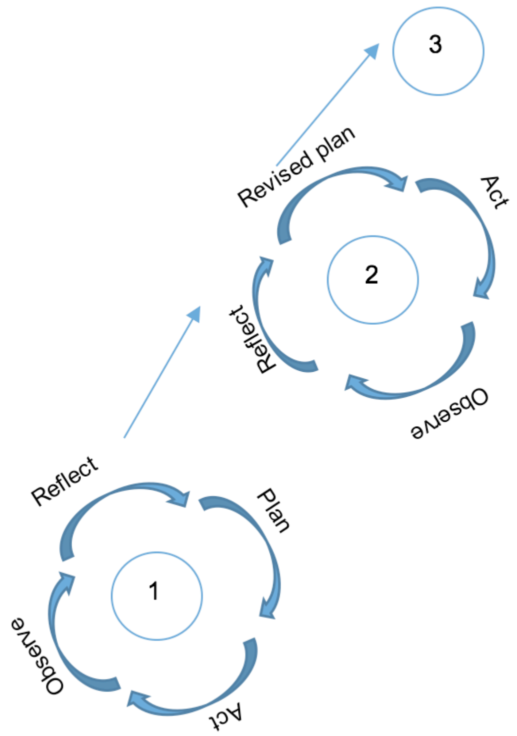
"Action research is a form of collective, self-reflective inquiry that participants in social situations undertake to improve: (i) the rationality and justice of their own social or educational practices; (ii) the participants' understanding of these practices and the situations in which they carry out these practices".

Various types of social groups, e.g. students, colleagues, parents and any other community members can be involved. The main criteria are the shared concern and motivation to address that concern. To be considered as implemented in the framework of AR, the approach should be collaborative and the results should be achieved through the critically examined actions of individual group members. For the purpose of this study, "*social and educational practices"* mentioned under (i), in the definition are replaced by "*organisational and managerial practices".* As group of involved actors, linked together in the underlying study, were researchers/practitioners, entrepreneurs, sole proprietors, managers and staff of the responding and actively participating organisations, to be characterized in a pragmatic form.

The AR process can be explained and defined in a model of cycles spiralling from phase to phase. The phases follow each other in a continuous sequence: (i) *planning, (ii) acting, (iii) observing, and (iv) reflecting* (Marquardt, 2007). The following model, (Figure 8) stemming from the work of Lewin (1946) and developed further by Kemmis et al. (2013), is helpful for explaining that iterative and continuous process. All stages of the action research are involved: planning the development and research, active intellectual questioning and improvement by practice, observing the results, critical reflection, revision of planning etc.

In line with the theory, technical, practical and emancipator / critical types of AR are differentiated by Zuber-Skerritt (2001). This study's focus is on the emancipatory AR variant as an inquiry originated by the involved actors (owners, managers, consultants, trainers) acting as researchers in collaboration, directed to a critical / self-critical approach to processes and retrieved outcomes. As "problem owners" they feel the urge to solve the "problem" for which they are (or at least feel) accountable and responsible. All mentioned actors are organised as a "team" and involved in a cyclical process as described before and shown in the "Spiral of AR cycles" below.

Figure 8: *The spiral of action research cycle proposed by Zuber-Skerritt (2001, p.15)*



The spiralling research circle is fundamental for, and essential in the action learning (AR) approach. The involvement of all participants in the research programme (e.g. researchers and practitioners), is on an equal basis, contributing to the planning, acting, observation and reflection stages of the research spiral, improving the quality of the obtained solutions and being able to include additional achievements to the general "body of knowledge". In the study at hand the "spiral of the AR cycle" is instrumental in the comparison and analysing between data-sets of qualitative and quantitative nature.

The philosophical background of the research system implemented is discussed in the following section.

3.2.2 Underlying traditions of Action Research

Ontology and epistemology of Action Research

The method of research is inevitably linked to the ontological and epistemological position. Understanding of the reality, the ontology is meaningful for the research. The ontology reveals what is held to be true, the understanding of the subject and object of the research, in what reality the subject exists, what it looks like, what components make it up and how the components interact with each other (Hitchcock & Hughes, 1989).

What is understood about the nature of knowledge, how it is known to be true is the epistemology. The clearer epistemology is described the better is a position to think how an in-depth way of thinking might be developed, to be able to enter into new fields and/or explorations. Epistemology usually leads the researcher to a methodology that is characteristic to that position.

The philosophical variations and the impact of such, remain hidden in publications, with controversies, disputes and ambiguity towards the "scientific" status of AR and the importance for organisational and corporate research as a possible result. As noted by Reason and Bradbury (2001, p. xxiv) "The AR *family* includes a wide range of methodologies, grounded in different, traditions that express competing philosophical assumptions". Cassell and Johnson (2006, p.786) argue that "to describe and explain the apparent diversity of AR in the domain of management and organisation studies, by reflexively clarifying how assumptions of variable philosophical nature, about ontology and epistemology, are leading to variants of AR with their associated concepts: summative and normative". Philosophical assumptions are underpinning any AR categorisation and notwithstanding the importance of understanding the philosophy. Since there is multiple variation in their idiom, as noted by philosophers such as Norris (1996), Margolis (1986) and Bernstein (2015), explaining the difference in understanding of science, they are subsequently developed into different assumptions in the direction of epistemology or ontology. Each variant is expressed as a concept of the relative conditions between the receiver (subject) and the knowledge ("known").

In this study the ontological position of "realism" is considered whereas from the epistemological stance, the approach of a "pluralist" is implemented. In the following section an ongoing debate regarding AR is described.

Positivism versus Interpretism dilemma in Action Research

Among others, in the field of social science studies, the main direction of research is either phenomenological *subjective* (Giorgi, 1997; Tesch, 2013) or positivist *objective (*Lee, 1991; Halfpenny, 2014). So, there are two completely opposite positions regarding the ontology and epistemology.

Positivism adopts objectivist ontology and a realist epistemology. It is developed from the empiricist tradition of natural science and sees social science as having the same possibilities as natural science. That is, it is possible to observe everything that happens and understand it as such without any mediation, thereby denying any appearance/reality dichotomy. The theory is used to generate hypothesis, which can simply be tested by direct observation. The ultimate aim is to find general laws and causal statements about social phenomena. This implies that objectivity is possible. Positivists usually use quantitative methods as research tools, as these are objective and the results are generalisable and replicable (Osborne, 2010; Davies & Hughes, 2014). In positivistic research, "objective" facts are sought through the use of methodology, which keeps the researcher out of the frame because of the fear of contaminating the outcome. AR recognizes that by doing so the reality is being distorted because it is not possible to exclude oneself from the field of inquiry.

The opposite position is taken by interpretists (Bernstein, 2015; Midgley, 2011). For them it is not possible to make objective statements about the real world because there is no such thing accepted as a real world, since it is constructed socially and discursively. The ontological position here is clearly anti-objectivist. Because the world is only socially constructed, it is not possible to examine social phenomena by sheer observation, as they do not exist independently of interpretation and every observation concomitantly affects what we observe. Of course, interpretists researchers also operate within discourses or traditions. Consequently, knowledge is theoretically or discursively laden. Again, the problem of the double hermeneutic should be taken into consideration here. Suiting the claims of not possible objectivity, interpretists usually employ qualitative research methods. Unlike positivists, they look to understand social behaviour rather than explain it and focus on its meaning.

When testing hypotheses of the current research, predominantly a method from the positivist angle is used. The quantitative method that relies on quantitative data with the possibility of statistical or mathematical processing is used for the research. A reasonable degree of reliability and validity can be awarded to the researched outcome. However, not all the questions are suitable for the application of a quantitative approach. The phenomenological or qualitative research does not rely on statistical processing of data, but the empathetic understanding of phenomena and concepts by the researcher. The phenomenological approach recognizes that there is a shortage of the quality of the results obtained by the lesser validity and reliability, more generated by the interpretation of the data and firmly grounded in the arguments of the researcher.

The analysis of the phenomena that arise, poses a certain degree of subjectivity. Qualitative research is largely used to develop hypotheses through which theory is developed step-by-step. As discussed by Gall, Gall and Borg (2003), *the quantitative* *paradigm* stands for the objective reality of facts and for the primacy of the chosen method. The researcher takes an exclusive outsider's point of view. As for the research purpose, there is a scientific position taken on generalisations and causal explanations. The researcher's role can be defined as from a distant stance and taking an impartial position. Objectivity is the ultimate working condition.

The qualitative paradigm represents the position that reality is a social construct and emphasises the primacy of the subject to be researched (Cresswell & Miller, 2000; Merriam, 2002). Measurement of variables is often difficult since they are intertwined and complex. Researcher's position is located inside the research area. He/she takes the position of an insider and represents the internal point of view. The outcome of the research can be characterised as not clearly directed since a generalisation is commonly not unambiguous and fuzzy. Interpretation can be consensual, while actor's perspectives are understood and occasionally supported. Researcher's role has a personal stand, implementing involvement and often with partial understanding and empathy.

However, there is a position that lies somehow in-between. Pluralists share positions from both sides. They claim that there is a real world "out there" (so they are objectivists) and that it is possible to make causal statements. However, "not all social phenomena, and the relationships between them are directly observable. There are deep structures that cannot be observed and what can be observed may offer a false picture of those phenomena/structures and their effects. So, pluralism combines elements from both positivism and interpretism" (Lloyd, 1994, p. 53).

Both quantitative and qualitative paradigms have their strengths and weaknesses. It is necessary to recognize and justify which is the most suitable method to be applied to a certain research project. The possible strengths and weaknesses of the approaches noted could be identified from inference.

As the object of the current research – the KT process - is "one real entity", it is of a single dimension and the researcher takes the position of an objectivistic ontology. The second conclusion leads to the epistemology: it is aimed at measuring the influence of organisational sub-cultures on KT processes. In this case the positivist epistemology should be used, since it makes it possible to acquire unmediated knowledge about the world with no interferences. In view of these two conclusions, the researcher should, therefore, be in the positivist tradition rather than in the interpretism. In the meantime, AR corrects and compensates the deviancies of the positivist approach (Hammersley, 2004). It allows taking pluralistic stance to the research by introducing and including the interpretists' angle in interpretation of the result.

To conclude, for the study at hand both the quantitative and qualitative methods are implemented for the data-collection in a Multi Method (MMR) format. The quantitative and qualitative data are acquired separately but the outcomes are confronted, compared and analysed. The mere argument for implementing the MMR format is based on the assumption that both approaches (quantitative and qualitative) of data-collection have strengths and weaknesses, connected to each method. The combination of both approaches will eliminate the weaknesses and support the strengths, in favour of a more balanced and realistic outcome.

In the upcoming section, the actors/participants in AR process in organisations, e.g. researchers and practitioners, their activities, responsibilities and the approach to processes are analysed, discussed and commented.

3.2.3 Action Research in practice

Following the AR framework and based on the Brewer and Hunter (1989) approach, it is assumed, that it:

- is exploratory in nature;
- partly has a designing character;
- should yield relevant knowledge for those involved;
- is focused on and should be an addition to the science and practice of KT between OCs;
- is possible to integrate research materials from third parties.

Characteristics of AR can be described as follows.

AR has an orientation to future. Dealing with and including practitioners (i.e. managers, entrepreneurs and staff) as partners in the research, deals with individual concerns awarded as purposeful participants. In the underlying study, practitioners are involved in online survey and focus group sessions, to share their views and to be included in the final outcome of the research.

AR deals with practitioners and includes them into the research guided by objectives, goals and developments for the future.

AR *has a collaborative nature.* The connection and cooperation between the researcher and the practitioner is an essential element. The direction of the research process, their demands and abilities are functional to gain the desired outcomes for both. Also in the research at hand, there is an intensive collaboration between the involved researchers (OBI & CASD) and the practitioners (managers, entrepreneurs and staff) from the responding organisations.

AR is supporting the development of systems. The direction in AR is to develop suitable structures, their capacity and to maintain and direct the iterative process of the "AR cycle". Additionally, it adjusts and ensures the relationship of the AR system with the surrounding environment.

The "action research cycle" approach is embedded in the underlying research by using several AR cycles in the process, i.e. pilot-interviews > questionnaires > focus group sessions > conclusions and recommendations.

AR showed to be agnostic. The action researcher accepts that their previously generated theories and directions for actions, the objectives, the method of research and the problem can be subject to rethinking. Reformulation of previously accepted theories and action models by the researcher is recognised and accepted to be adjusted and reconsidered when entering an unknown, new situation in a position of a researcher.

The research, conducted for the study at hand is free in its direction, not bond to previously taken positions, hypotheses and theories. Depending on the outcomes of each "AR circle", new positions can be included and elaborated.

AR, above all, is situational. Suitable AR is not based on replications of previously observed connections between actors and the obtained results but depends on the definitions of present situations by individual researchers and practitioners. Intended results are gained by achieved consensus on planned and carefully implemented actions. In the underlying study existing situation is fundamental in the research process. Questioning practitioners on actual obstacles, barriers and obtained results will give the foundation for the elaborated, balanced outcomes with consensus.

Based on the above mentioned it is expected that AR as the chosen and implemented methodology of the research of "KT in trans-boundary environments" is a valuable and appropriate instrument. Supporting argument is also the premise that AR is both recognized as a scientific instrument in the positivist science criteria and relevant in the generation of well-defined and applicable organisational science. Compared with the options of the positivist approach, AR shows a great potential for the in-depth understanding, management and solution of organisational problems.

Furthermore, for the objective of this study, that is to improve the transfer of organisational and managerial knowledge in trans-boundary environments, the aim of the research is reflected in two essential directions of AR: (i) to involve and (ii) to improve (Carr & Kemmis, 2003). Brown and Paliscar (1982, p. 264) argue that "the goal of improvement is directed towards three areas: practice, the understanding of the practice by the involved practitioners, and the improvement of the situation of practice".

A simple criterion may validate the theory of improvement, i.e. "whether it leads to improvement and change within the context. It must solve a practical problem and generate knowledge" (Dickens & Watkins, 1999, p.191).

The goal of the involvement is the other essential direction of AR. Practitioners in the own environment are best equipped to cooperate and to be able to contribute in the development of hypotheses, since they are grounded and are aware of all subtle characteristics and influences that may hamper the plan's implementation. As addition, practitioners are encouraged to embrace psychological ownership of problematic situations. They can be instrumental for efficient data collection and give direction to methods for follow up development (Lippitt & Nadler, 1979).

As co-owners of the problem, action researchers are entitled to acquire necessary skills for solving the problems and implementing the continuous learning. The still existing concern about the division between practitioners and theorists can be observed in the interdependence of involvement and improvement. AR is in the position to establish strong connections with knowledge directed to learning, acquirement of personal knowledge and the drive for prolonged strategic action (Brown et al., 1982). The final outcome of this study will present conclusions and recommendations, to be able to improve future approaches and organisational processes.

The research conducted for the underlying study has been carried out in the professional expert model of AR and has been "based on the premise, that a professional researcher (or researchers) contract an organisation (or organisations) to study a situation and a set of problems, to determine what the facts are, and to recommend a course of action" (Whyte, 1991, p.9). Such research process is usually led by professional experts. Practitioners, involved in pilot interviews and in focus group meetings were consulted on the direction of the study and asked for their contribution by providing situational information. From the perspective of the differentiation, proposed by McTaggart (1991), the research carried out for the underlying study, will follow the direction of expert driven AR and will partially neglect the (full) variant of participatory AR.

3.2.4 Validity criteria in Action Research

Herr and Anderson (2005 p. 55) proposed the following approach regarding the validity issue of AR "Compared with the rigid "positivist" stance on *Validity,* the claim for validity in the AR framework is less strong and spread over sub-criteria". In AR five sub-divisions of validity are recognized (Table 3).

Table 4: *Goals of Action Research and Validity Criteria*

Goals of Action Research	*Quality / Validity Criteria*
The generation of new knowledge	Dialogue and process validity
The achievement of action-oriented outcomes	Outcome validity
The education of both the researcher and participants'	Catalytic validity
Results there are relevant to the local setting	Democratic validity
A sound and appropriate research methodology	Process validity

In the study at hand and the research based on the AR framework the validation is connected with the implementation of the "spiral of AR cycle".

Outcome Validity: the results should be evaluated against other criteria, leading to the study's problem resolution and action-oriented outcomes. In underlying research, focus is directed to the presentation of practical results.

***Process Validity**:* the problems of continuous learning for individuals and organisations should be solved and framed, based on an appropriate research methodology. In the study at hand, the processes of evolutionary, engaged education for both involved practitioners and researchers, for individuals and organisations, are directed to acclaim sustainable creation of knowledge over a period of time.

Democratic Validity: the extents of collaboration in the study should be exercised, with all participants having a fair share in researching and investigation of the problem at hand, leading to a relevant solution for the near environment. Focus in this research is on the requirement and involvement of all concerned stakeholders (participants) to honour their perspectives and interests.

Catalytic Validity: both participants and the researchers in an AR process should be receptive to the reorientation of their views on reality and on their roles. Educational development for all stakeholders, gaining a deepened understanding of organisational reality and a clear view on their own position, should be a fundamental approach to AR. In this study, new ways to knowledge are explored, besides the development of conceptual designs and the connections between different directions of "knowing".

Dialogic Validity: AR should be carried out exclusively in a collaborative manner to ensure both participative and dialogic validity. Generation, development and dissemination of new knowledge, participating in reflective and critical circles of AR open to alternatives of the research outcomes should be emphasized and welcomed.

The overall aim of this study is to research the processes of KT in trans-boundary circumstances and positions. With the active participation and involvement of participants (practitioners and researchers) alike, the focus is on the improvement of the studied processes and on the development of alternatives for consulting and coaching models, the modification and improvement of the instruments implemented and inserted until today. For underlying study the "spiral of AR cycle" displayed earlier was used as a framework for the implementation of the research process. Specifically, (i) locating and defining (planning) research area; (ii) investigating the available "body of knowledge", formulating the research question(s), defining and locating sample population, composing digital questionnaires and scripts for pilot-interviews and focus groups (acting); (iii) implementing pilot interviews, online survey and focus group sessions (observation); (iv) analysing the outcomes of the questioning in mathematical and methodological order, formulating conclusions and recommendations for practical implementation and further research (reflection); (v) Assurance of the validity by the collaboration of all involved partners.

In conclusion it can be argued that AR validity requires that both the participants and researchers are open-minded and welcome a re-orientation of their approach to reality and reconsider their role in the research process. AR ensures more deepened and engraved understanding of the organisation by the researcher, if he/she participates from inside and promote, achieving and facilitating a SVC and a change into an orientation towards improvement, benefitting the organisation, at large. Surveys and focus group sessions partly targeted to reveal the outcomes (results) of the KT implemented for the level of SVC obtained and absorbed by the organisation.

As argued by Kock (2004, p. 267) "An investigation of the AR literature suggests the existence of AR threats". Special attention is required for development and improvement of methodological AR tools leading to successful research outcomes in the organisational and managerial fields (Avison, Baskerville & Myers, 2001; McTaggart, 1991). The threats mentioned are uncontrollability, contingency and subjectivity. The emergence of these threats seems to be associated with the nature of a number of AR studies, in which a theoretical model, emerging from the data obtained as a result of a research, is not a priori defined and confronted with the retrieved data (Kock, 2004).

The threat of AR uncontrollability stems from the situation that there is always an incomplete level of control of the environment and the subjects studied by the researcher. The contingency threat is synonymous to the difficulty to generalize research outcomes or problems, to apply the findings of the research in distant contexts, different from their original context. The data collected by AR, seldom delivers cumulative and strong evidence and leading to an explicit format or showing an exceptional effect. Analysis is often difficult because of the "rich" contexts and realisation of the separation of diverse components. The threat of subjectivity can be caused by the researcher's strong involvement with the practitioner's organisation. Although personal attachment with the organisation from researcher's part, will possibly bias research outcomes, it is inherited in AR since it is impossible for the researcher to be on distance and at the same time to carry out in-depth interventions on both the studied subjects and their environment.

Principles referred to as "methodological antidotes" have been developed to deal with and to compensate the mentioned threats (Kock, 2004). The three methodological antidotes are unit of analysis (Creswell, 2011), grounded theory (Glaser & Strauss, 1967), and multiple iterations (Kock, McQueen & John, 1997). Unit of analysis is described as a prescription that data collection and analysis for research should be centralized in a dedicated unit (or units) for analyses, as priority established and characterized before the commence of the research. To reach a higher external validity of the outcomes and related patterns, more analysing techniques should be used while studying different contexts. For underlying study data collection and statistical analyses were carried out by the researchers of KFU-CASD, methodical analysis was handled by the author-researcher of the underlying study.

The antidote of grounded theory is merely based on the implementation of an adaptation of the Glaser and Strauss (1967) methodology of grounded theory. A three-step coding process is the base of grounded theory methodology, implemented in an iterative mode and targeted to the increase of reliability by analysing larger samples of unstructured research outcomes (data) (Carmines & Zeller, 1979). The adapted version of the grounded theory, adjusted to the requirements of AR, has been derived from the generic format of the grounded theory, adjustable when there is a need for specific research (Strauss & Corbin, 1998). The grounded theory antidote counters the negative influence of all to AR especially implemented in a combination with other methodological antidotes.

Susman and Evered (1978) described the multiple iterations antidote based on the behaviour of multiple iterations in the spiral of the AR cycle. An argument for implementing multiple iterations of the AR revolving cycle is the possibility that cumulative data of the research are collected in specific parts of the analysis, found in a variety of contexts and by that, strengthening the findings of the research. Accumulated evidence, assembled from previous iterations, will improve the quality of the gained outcomes. Ketchum and Trist (1992) notice that the frequency of the iterations in the spiral of the AR cycle will decrease if there is an improved match shown between the researcher's concept of study and the causal models, comprised out of the findings of the research. Each subsequent, revolving cycle of AR is bound to deliver a specific stage of learning, as an additional result. The purpose of the implementation of the "antidotes" approach in the spiral of the AR process is the adjustment, improvement and refining of the method for AR.

To conclude, the "threats in AR" as argued by Kock (2004) are not considered for and implemented in this study, since it is expected that it will complicate and mystify the outcome of the research. For the underlying study the adjusted AR method is adopted.

3.2.5 Implementation of Action Research in this study

AR, which implies cooperation and collaboration between practitioners and researchers can be regarded as a MMR method, with a useful potential for the field of "trans-boundary KT". There is a "double challenge" in the implementation of an AR framework since the combination of "action" and "research" includes potential difficulties during the execution of an AR project. However, these difficulties are potential and compounded by the situational environment in which each AR is conducted, since every of such environment is unique, to some extent. Although the research is of a positivist nature, a number of AR elements are included. A group of co-researchers with diverse backgrounds are involved, established connections with the participants were instrumental in several stages of the research process with a feedback of the outcomes, will be delivered to the participants, for implementation.

Rather than to draft general directions, applicable for all situations, a flexible approach is advocated, embodied in a set of guidelines, consisting out of three aspects: (i) initiation of the AR project; (ii) determination of Authority for Action; (iii) the level of project formalisation.

(i) How/why are AR projects initiated? AR focuses on existing problems or problematic situations. The researcher-driven approach is when action researcher is familiar with a theoretical approach or model to address certain problem or situation and is in search for characteristic settings, to imply the theories. In the underlying study, researcher became aware of the lack of scientifically based information on the results of wide-scale projects of trans-boundary KT and their influence on SVC in the advised organisations. The problem driven direction appears when practitioners are confronted with an overwhelming, maybe seemingly insoluble problem and searching for assistance by theoretical specialists/researchers. The gain for researchers, confronted with requests from practice, is to acquire experiences, to draw conclusions, which can be instrumental in theoretical expansion and deepening. A mixed approach of two directions of initiation (research-driven versus problem driven) occurs from discussions between practitioners and researchers, often as a result of consultancy work. The approach applied for the underlying study can be characterized as a research-driven initiative.

(ii) The determination of authority in AR projects can be rather complex. Decisions should be made on a number of issues e.g. project structure, re-negotiation and cancellation processes and action warrant determination. Action warrants define the authority under which any action can be implemented. For underlying research, an action warrant is provided by the principal organisation, which is ORANGE BUSINESS IMPROVEMENT (OBI). The responsible AR team is composed by both researchers of OBI and KFU as well as practitioners from the organisations of interest. The research is initiated and implemented by the mentioned researchers to bring clarity in the level of the obtained knowledge, transferred through external (foreign) consultants, advisers and business-trainers, and of interest for the principal, initiating and sponsoring organisation (OBI).

(iii) Formalisation of the goals in the AR project is commonly defined in contracts or agreements. The legal basis for carrying out the research is a contract under Russian Law as concluded between CASD (KFU) and CDT Business Support CEE LLC (Kazan) the Russian affiliate of OBI, as obligatory for service agreements under Russian jurisdiction.

For measurement of the short-term effects of the KT process experienced within the respondent organisations, objective data regarding e.g. growth of turnover, size of market share and profitability are not researched and consequently not available. For the research's purpose, discussions to put organisations financial data at the disposal of the researcher, could lead to refusals to provide any response.

With a tendency to an extreme secrecy, the present lack of trust within the Russian society in general and especially towards governmental institutions, sharing of the organisations data with the outside world is rather atypical. Multiple financial report systems inside organisations are used to hide the real state of affairs from outsiders and for sure not with a foreign researcher.

Analysis of such variables, as growth of revenue or market share would not make it possible to make conclusions about the real effect of the consultancy services on the organisations. Such objective characteristics could have been changed (both positively and negatively) due to a number of other reasons. Russian market and economy are very non-stable and very much dependant on non-economic processes taking place in the country. Therefore, it would not have been possible to judge whether the changes were resulted by the provided support or not.

Provided consultancy services did not aim at having a short-term effect on the organisations. On the contrary, it was designed to bring a long-term, structural and strategic changes/developments, which sometimes could require time.

3.3 Research Design

Lee (1991) and Morgan and Morris (1999) argue that the qualitative and quantitative research methods are more complementary than opposing. A combination of both research methods supports and serves to mutual purposes. Favouring the combination of methods, the strengths and weaknesses of the implemented methods are taken into consideration. Their relatively balanced opposite axes enable the management and organisational research to address essential questions at mutual stages of the research process. "Filling the black holes" can be the result of a combination of techniques, which possibly enriches and enhances the current "body of knowledge", not able to achieve with a singular approach. Therefore, the research with combined approaches, as suggested, will optimize the richer outcome of knowledge to be gained and will contribute to a wider array of developments in the field of management and organisation.

3.3.1 Mixed Method Research

When having thought of a research question, the obvious next problem is how to answer it, that is, to design the research. As a reaction to the controversies and discussions, a "Third Methodological Movement" evolved as a pragmatic way of combining the qualities and strengths of both "schools".

The "Third Methodological Movement" has a unique nature of the design and implementation of separate directions in research methods. It is a distinct methodology, apart from the quantitative and qualitative approaches, which deserves to be given a separate status. This approach has already been used by eminent scholars, such as Campbell and Fiske (1959) and Denzin (1978), as a pre-notion for "mixed methods", evolved from *triangulation,* e.g. the combination of information from different sources of data (Jick, 1979). During the last decade of the twentieth century, research with the usage of mixed methods has been conducted in full extent in applied research directions such as management, organisational and cultural studies.

In this study, the following definition of the Mixed Method Research (MMR) is accepted:

"A mixed method study involves the collection and analysis of both quantitative and qualitative data sequentially or prioritised, and involve the integration of the data at one or more stages in the process of the research" (Teddlie &Tashakkori, 2003, p. 212).

This definition leaves several additional questions and does not consider a theoretical framework to create the foundation for a larger vision, driving the study.

Several aspects, which have an influence on the design and processes of a study with the application of MMR are: *Timing, Weighting, Mixing,* and *Theorising.*

Timing: data collection can be carried out *sequentially* or *concurrently,* based on the intent of the researcher and the practical implications of the collected data. For the current research the data collection is carried out sequentially. Priority is given to the distribution of the digital questionnaires and the incoming responses of the participants, followed by the focus group sessions (qualitative) in which the outcomes of the quantitative research (questionnaires) is discussed, controlled, defined and concluded.

Another factor, influencing design procedures is *Weighting* or prioritising the qualitative or quantitative research in the study. Depending on the interest of the researcher and possibly the interest of stakeholders, the weight might be equal or it might emphasize the one approach more than the other. *Mixing* the data is executable in varieties, meaning that either the qualitative or the quantitative data are combined on one direction of the continuum or are kept totally separate. Between the extremes, a certain combination of data is another option. For the research at hand, an equal weighted approach is implemented, not emphasizing the quantitative direction more than the qualitative. In the mixed method studies, *theorising* usually is in the introductory chapters of the study. It defines the orientation of questions to be asked, the selection of participants of the study, the method of data collection and the desired and possible outcome. Combined, they present an overarching perspective, to give direction to all process phases of the MMR. In the process of the organisation of the underlying study, necessary data and information are collected and assembled. The availability of selected data-sets, the direction and the expected outcome are conspired during the active period of delivering consultancy services mainly in Russia.

There are four major types of MMR: the *triangulation design,* the *embedded design,* the *sequential explanatory design* and the *transformative explanatory design.* The researcher should choose a type of MMR, taking into consideration the issues of *timing, weighting, mixing* and the implementation of a foundational *theory.*

Creswell (2003) proposed three types of research designs combining quantitative and qualitative approaches in a "*Two-Phase research process*" (see Table 4, below)

Table 5: *Two-Phase research process*

Timing	Weighting	Mixing	Theorizing
No Sequence concurrent	Equal	Integrating	Explicit
Sequential Qualitative first	Qualitative	Connecting	
Sequential Quantitative first	Quantitative	Embedding	Implicit

The first type assumes gathering quantitative and qualitative data simultaneously in a single data collection phase. In sequential approaches the data collection consists of two phases: the researcher proceeds with the qualitative phase followed by a quantitative phase, or the other way around. In the underlying research, it is accepted that the quantitative and qualitative research are complementary, rather than fulfilling opposite positions. Mutual purposes are served by the combination of research methods of the "Third Methodological Movement". A combination of inquiry techniques can improve and widen the scope of researchers, as well as optimize the contribution to the "body of knowledge" for the benefit of the social science community and practitioners in management and organisational operations.

Based on the comparison and weighting of the all directions available in MMR, as well as the three strategies proposed by Creswell (2003*)* for the underlying study the *Two-Phase Sequential Exploratory Design* with a "*quantitative first"* approach, i.e. conduction of online survey followed by the focus group discussions and in-depth interviews will be applied as the approved research instrument for studying a trans-boundary KT processes and SVC. However, as a slight deviation to the concept presented, pilot-interviews with open questions (qualitative) are conducted to design, edit, control and adjust the questionnaires (quantitative) of the online survey (Bradburn, Sudman &Wansink, 2004).

3.3.2 Data collection instruments

Two slightly different online questionnaires for Participants of the President's Programme and for organisations participated in transboundary KT with completely structured and close-ended questions were developed to question the sample population of senior and mid-level managers, requesting their reports on the experiences with the offered advice and/or consultancy and the perceived added value/benefits, available for implementation inside their organisation (Fink, 2002).

Questionnaires are designed for reproducing sufficient and qualified answers to the research questions and sub-questions. Questions are distinctive for both groups of participants. The questionnaires are distributed digitally followed by reminders through email and phone calls. In the majority of questions the answers are presented in a five-point scale, with variation ranging from i.e. 1) "strongly disagree" and 5) "strongly agree". With the remaining questions, answers are presented in a variety of optional remarks, based on the successfully used scales, adapted from Denison and Neale (1996), Trompenaars and Hampden-Turner (2011) and Hofstede (1994a).

Shedding light upon the variances in managerial-led OC caused by the differences of NC's through the implementation of the Trompenaars and Hampden-Turner framework has its positive and negative outcomes. The basic advantage is that the average of personal responses is expected to present the best average mean of the population in focus. The connected disadvantage is that a country mean is not sufficiently reliable to evaluate the orientation and/or values of each person within a certain NC. A precise estimation of characteristics, in average, depends on a variety of factors e.g. culture's homogeneity, the size and breadth of the sample(s), the relevance of questioning, and so on. Despite critics, some elements of the Trompenaars and Hampden-Turner framework are included in this study's questionnaires.

The field research, conducted in Russia, consists out of several "Spirals of AR Cycles".

i. Identification of two samples of practitioners in separate databases;
ii. Conducting Pilot interviews (2+2) randomly selected from each sample;
iii. Analysing the outcomes of the pilot interviews;
iv. Including the significant remarks in the design of the questionnaires;
v. Providing differentiated (digital) questionnaires to 400 practitioners from sample A (alumni) and 480 practitioners from sample B (advised organisations);
vi. Analysing the statistical and methodological outcomes of the questionnaires;
vii. Conducting one focus group meeting and eleven in-depth interviews with randomly selected practitioners/ respondents to evaluate on the processed outcomes of the survey questionnaires and to enrich the outcomes with practitioners' remarks;
viii. Including the findings and analysis of Third party research;
ix. Conducting final analysis and conclusions.
x. The following cross-coherence table shows the connections of the Research Questions in each of the questionnaires. Since the Questionnaires for the both samples had, to a certain extent, a diversified type of questions, the cross-coherence table below elaborates on the connections of each of the Research Questions with questions in both of the questionnaires.

Table 6: *Cross-coherence of the research questions and questionnaires*

Research Question	**Alumni questionnaire**	**Organisations questionnaire**
RQ-1.	B1 - B3	B1 – B8
RQ-2	C1	C1
RQ-2.1	C2 – C5	C2 – C5
RQ-3.	C7, D1	C7, D1
RQ-3.1	D2 - D8	D2 - D8
RQ-3.2	E1 - E6	E1 - E9, E10 - E13
RQ-3.3	E10 - E18	F1 - F6
RQ-4.	E20 - E31, E40 - E51, E60 - E65, E70 - E81, E90 - E92, E100 - E113	G1 - G3
RQ-4.1	F1 - F6	G4, G5
RQ-4.2	G1 - G7	G6, G7

Questionnaire for the Alumni of the Presidential Programme

Section A of the questionnaire is concerned with respondent's demographic, personal, economic data, and data regarding their present work environment. The questions were formulated based on the works of Hofstede (1994), Trompenaars and Hampden-Turner (2011), Denison and Neale (1996), Patten (2001). Section B questions about characteristics of the organisations derived from Hofstede (1994), Trompenaars and Hampden-Turner (2011), Denison and Neale (1996), Amabile, Conti, Lazenby, and Herron (1996) were included. Section C contained questions concerning the influence of NC on the KT process (Denison & Neale, 1996; Kauser & Shaw, 2004). Section D included questions concerning the influence of OC on the KT process (Trompenaars & Hampden-Turner, 2011; Vaara, Stahl & Björkman, 2012). In Section E questions on knowledge related themes, such as KT, ACAP, Shared Understanding, Arduous Relationship, Intrinsic Motivation, Extrinsic Motivation, Communication Encoding Competence, Communication Decoding Competence, and Source Creditability were asked (Minbaeva, Pedersen, Björkman, Fey & Park, 2003; Kim, 2004).

Backgrounds of the questions of the "alumni" questionnaire

Section A: Personal information on the participants

In section A of the questionnaires, the participants were asked about names, gender, age, the name of the home-organisation. The year of participation in the advisory programme, their position in the home-organisation.

Section B: Information on the home-organisation

In section B questions regarding the type of goods and/or services delivered by the home-organisation, number of employees in the organisation, turn-over in categories were included.

Section C: Culture of the home-organisation

Questions, related to the components and characteristics of the home-organisation were included.

Section D: Effects of the OC on the KT process

This section was aimed to unveil the dominant style of management in the home-organisation; the dominant style of the internal communication in the home-organisation; the level of trust among employees in the own department the home-organisation; the openness for innovations in the home-organisation; the level of trust with employees of other department in the home-organisation; the readiness for sharing knowledge between employees, between employees and managers, between managers and employees in the home-organisation and with outside partners; existence of work conflict, separation, corruption, nepotism (clientism), conflict of interests, and lack of communication and/or teamwork in the home-organisation; the levels of education in the home-organisation.

Section E: Effects on KT during the traineeship in the foreign country

The following questions were included in section E. How are the interactions, increased understanding, ability to ask questions, acquired knowledge during the group lectures and traineeships? How is the understanding of the common language, the implementation of the content, received information, a clear understanding of the implementation of the learned content and the absorption of business knowledge in the group lectures and in the host organisation? How was the common understanding with the docents and host-organisation supervisors on the common experiences, solving problems, easy conversations and understanding and the process of exchange of knowledge. How were your prepositions in learning business and management knowledge? How is your position on the personal revenues in income and knowledge How are you motivated by teaching other people, recognised by others for management and business knowledge and the feeling to have earned something? How was the quality of the docents and supervisors? What are your personal attitudes regarding the command of languages, goal orientation, dealing effectively, the level of communication, expression of ideas, oral communication and effectiveness in timing? What are your personal attitudes in openness to other’s needs and communication, openness in listening and communication? How are the qualifications of the docents and supervisors in respect to: trustworthiness, open-minded, with experience and expertise, educational well-trained, credible and accessible for communication?

Section F. The impact of organisational learning during the Presidential Programme

The following questions were included in section F. Was the Presidential Programme instrumental to acquire knowledge about business, to be able to share the knowledge with management and colleagues in the home-organisation, to receive the support in the continuation of learning, to receive some rewards, in assistance in obtaining personal goals and to the home-organisation.

Section G: The effects on the home-organisation by the acquired SVC as a result of the traineeship

The following questions were included in section G. How does the home-organisation benefit from the knowledge provided by the participant? Was the knowledge applicable, understandable and feasible for the home-organisation? How was the operation changed and how was the financial and organisational results improved by the actions of the participant? How are the sustainable values and the implemented improvements created in the home-organisation?

Backgrounds of the questions of the "organisations" questionnaire

Sections A, B, C and D, the same as in the questionnaires for the alumni of the presidential programme**.** Section E contained questions concerning the influence of entrepreneurs/managers and consultants' roles and styles in the KT process mainly formulated based on the Vaara et al. (2012). In Section F questions concerning the role of OL in the KT process were asked (Minbaeva et al., 2003). Section G included questions on ensured SVC acquired by the organisation (Hopkins, Townsend, Khayat, Balagopal, Reeves & Berns, 2009).

Section E: The influence of the roles/styles of managers and consultants in the KT process

The following questions were included in section E. How do you consider the influences of the roles/styles of managers and consultants? Was the goal of KT shared with the employees in the home-organisation? How is the relationship between employees and managers in the home-organisation? Are the consultants accepted as trustworthy and professional in the home-organisation? How was the support of the managers in the home-organisation, for incoming KTs? How was the experience from the consultants accepted and implemented in the home-organisation? How is the Consultant's experience valued, accepted and implemented in the home-organisation? How was the distance in culture between de consultant and the home-organisation experienced? How was the consultant ready to and eager for learning about Russian culture? How came the consultant to common understanding and was available for employees when requested? How are the consultant's language skills? How can the educational styles of foreign consultants/advisors be characterised? How are the employees convinced by the management of the home-organisation and the consultants to accept the important knowledge, in a powerful fashion? How is the situation of dependence between consultant and recipient, experienced during the KT process?

Section G: The established SVC's gained by the KT process, through the advisory service

The following questions were included in section E. How does the home-organisation benefit from the transferred knowledge by the consultants? Was the knowledge provided by the consultants applicable, understandable and feasible for the management and employees of the home-organisation? Are the "operations" changed by the introduction of new knowledge by the "convincing power" of the consultant? Does the home-organisation experienced improvements in the financial and organisational directions? Have the implemented improvements created sustainable values for the home-organisation in the longer term? Is the home-organisation willing and able to invite consultants again?

Most part of the questions in the research questionnaire were composed so that respondents would have to agree or disagree with the statements presented within the questions. These questions visually reminded those which are based on Likert-type categories, but in order to avoid controversy, related to Likert-type data analysis, namely that such data is often treated as interval though it is actually ordinal (Cohen et al, 2000; Blaikie, 2003), the respondents were asked to evaluate each statement using 5-points scale, where 1 represented the lowest level of agreement (complete disagreement) and 5 stood for the highest level of agreement (total agreement). What made these questions similar to Likert scales was that both of these extreme points of view ('completely disagree' and 'totally agree') were given in the captions of such questions in text form in order to help the respondents.

The risk for omission of definitions has been recognised. Therefore, to be sure, in each distributed questionnaire, a list of definitions was incorporated. Pilot interviews and test-questionnaires are discussed with potential respondents to reach a common understanding on the scope of the research and the approach of the researcher. A general understanding of the content and the quintessence of the questionnaire was assured and validated by respondents (See Appendix III and Appendix IV).

3.2.3 Data collection procedure

Since the underlying study is mainly researcher-driven, there is a formal agreement between the research group CASD of Kazan Federal University (Russia) and the Russian affiliate of OBI (CDT Business Support CEE LLC). The roles of the Kazan research group were dedicated to: (i) (co-development of the questionnaires and scripts for pilot interviews and focus-group-meetings; (ii) providing interviewers for the pilot interviews and moderators for the focus group meetings; (iii) primary analyses of the results; (iv) translation and administrative support. A budget is available for the compensation of the costs incurred.

To reach the right individuals for the "Alumni" survey, from the database available, the potential respondents were selected and the questionnaire was sent to their personal email address. To contact the individual in charge from the "Organisations" sample, from the acquired database, the questionnaires were sent to the organisations email address, in the name of the organisations owner, general director or managing director. If available, their personal email addresses were used.

Positions of respondents, for both samples, were extensively researched and elucidated by age group (Table 7, p. 136), by gender (Table 8, p.137) and by position in the home-organisation (Table 9, p. 137).

Pilot interviews

Two interviews from each sample were conducted with randomly selected participants. The participants were interviewed digitally (SKYPE) for about 30 minutes. A half-structured script (Appendix v) was used, evolving from the research questions. Reports were analysed and used for the development and fine-tune of the questionnaires for both sample populations.

Online survey

An online survey was conducted with two groups of respondents.

(i) The first group of the respondents were at random selected from the knowledge recipients (clients), who participated in the management support and advisory programmes of the Netherlands-Russian (NRMTP) and German-Russian (GIZ) Presidential Programme.

(ii) The second group of respondents of the survey were randomly selected from employees (managers) who hold different positions in selected organisations, which benefitted from an advisory programme organised and implemented by the PUM-Netherlands Senior Experts (NMCP).

The cooperation with the Netherlands Entrepreneurship Agency (RVO-NL) of the Ministry of Foreign Affairs of the Netherlands and NRMTP and NMCP-PUM allowed the use of their databases to identify and approach the beneficiary organisations in Russia.

In case of the first group, an invitation to participate in the research was distributed to comply with the privacy regulations by the Netherlands Ministry of Foreign Affairs (RVO Agency) to the group of Alumni (A) of the Netherlands-Russian "Presidential Programme", from the RVO database and by GIZ to the alumni of their 2015-2016 Traineeship Programme.

In case of the second group (B) from the available NMCP-PUM data base, a direct contact with the advised organisations, i.e. the entrepreneurs / managers of the top and middle level management were established. The exact position/level of the involved manager depended on the size of the organisation.

Managers-practitioners (Presidential Programme alumni) and the management of advised practicing organisations by NMCP-PUM, were invited to participate in the research on voluntary basis. An invitation letter (in English and Russian) explaining the general aim of the study was sent to the potential participants with a request to give their consent by sending their digital contact information to the research team.

From the available NMCP-PUM database, out of 1055 advised organisations in Russia, approximately 480 organisations remained after "cleaning", e.g. removing the "doubles" and the "bounced" addresses. Completed questionnaires are received from 44 advised organisations.

From the approximately contacted 400 Presidential Programme alumni a number of 135 contributed to the research.

The questionnaires were distributed digitally (by email) to the e-addresses of companies and managers listed in the obtained databases. The Questionnaire were submitted both in English and Russian.

Focus group discussion and in-depth interviews

Outcomes of analyses of the online surveys were subject to discussion in one focus group session in Yekaterinenburg and 11 separately organised in-depth interviews with participants from around Russia. The participants of the focus group session and the interviews, i.e. owners/entrepreneurs and/or senior executives, high level and line managers were randomly selected out of the respondents from the surveys located in the environment of three urban conglomerations (industrial and business oriented regions in the Russian Federation). Researchers (Russian native speakers) moderated the discussions in the focus group session, based on a script with open-ended questions, covering the topics, derived from the research questions. This was done for decreasing the possibility for participants to go in a wrong direction during the conversation because of the lack of awareness about questions concerning the variety of "roles/styles" implemented by "Western" consultants. The focus group discussions were recorded.

In total four entrepreneurs/managers participated in the focus group discussion.

Third party research data

For gaining more comprehensive knowledge about the effect of trans-boundary KT on the SVC from the financial and organisational terms in both short and long term perspective, an additional third-party research analysis is conducted. Specifically, PRIME-PUM Monitor, the GIZ "Partnership with Germany Report" and "Presidential Programme Economic effects presentation 2010" was analysed. The selection of data and indices was harmonised where possible, in connection with other studies and kept in a minimal fashion. However, the registered differences in organisations' results cannot be directly related to the influence of the Presidential Programme, GIZ and/or NMCP-PUM. Since the acquired and used datasets were from different sources and obtained with differentiated methodical instruments, it should be explicitly stretched that the data and outcomes presented are not factual but are represented as trends and indices over longer periods, occasionally over some years. It is also important to mention that the presented data covers the years 2010-2015, with no representation of more recent years.

The size of the advised organisations differed from 2 to 700 employees (PUM-2015). Among them small size organisations were 54%, medium size 12% and Large 34% (Presidential Programme). In case of GIZ assistance this information is unknown.

The majority of the advised organisations was established less than 10 years ago, 25% being founded less than 5 years ago (PUM-2015). The share of male ownership was 51% while 19% was female owned. Remaining types of ownership was by publicly owned or state organisations (PUM-2015). In case of Presidential Programme and GIZ assistance this information is unknown.

More than 50% of the support was directed to the manufacturing sectors in the PUM-2015, 22% in Presidential Programme - 2010 and more than 50% in GIZ-2011.

The turn-over account €500.000 in average with 25% of the organisations with annual sales above € 1 million in case of PUM. In case of the Presidential Programme the turn-over gained by business contacts from 1 to 7 million in 50% of cases, from zero to 1 million in 50%. (In RUR) In case of GIZ there were up to € 1, 4 million investment (GIZ-2011).

3.2.4. Sample population

The combined responses from the "Organisations sample" (32 out of 480) and the "Alumni sample" (134 out of 400) is 166 respondents out of the total sample of 880 or 18.86%. In total (15) entrepreneurs/managers participated in the focus group discussions and interviews. The conversations were recorded, translated and available for analyses in the following stage of the research.

The majority of the participants of the "Alumni" survey (79,2%) were up to 40 years. In the Organisation's survey there were no participant younger than 35. Participants were distributed almost equally in the age groups starting from 36-40 years. The detailed distribution of participants per age group is presented in Table 5. In the "Organisation's" sample majority of the respondents were over 40 years of age (81,2%).

Table 7: *Distribution of participants per age group*

	Alumni sample	Organisations sample
< 30 years	14 (10.4%)	0 (0.0%)
31-35 years	38 (28.1%)	0 (0.0%)
36-40 years	55 (40.7%)	5 (15.6%)
41-45 years	21 (15.6%)	3 (9.4%)
46-50 years	5 (3.7%)	9 (28.1%)
51-55 years	1 (0.7%)	5 (15.6%)
56-60 years	1 (0.7%)	5 (15.6%)
61 years >	0 (0%)	4 (12.5%)
No answer	0 (0%)	1 (3.1%)

Table 8: *Distribution of participants per gender*

	Male	Female
Alumni sample	86 (63.7%)	49 (36.3%)
Organisations' sample	17 (53.1%)	15 (46.9%)
Total	103 (61.7%)	64 (38.3%)

Over 50% of the respondents of "Alumni" survey, were situated in the larger cities of Russia with over a million inhabitants (the so-called "Millioniki"). The remaining part of the respondents were from smaller cities and towns. The overwhelming majority (89,1%) of the "Alumni" survey respondents took part in the Training Programme from 2010 to 2016. From 2014, the Netherlands' contribution to- and the involvement in the Russian Presidential Programme has been suspended. Only participants in the German GIZ Programmes contributed with responses regarding their foreign traineeships in 2015 and 2016.

59.5% of the Organisations participated in the survey received PUM advisory assistance between 2005 and 2010. In 2013, the advisory services of "PUM-Netherlands Senior Experts" were closed in Russia.

In both "Alumni" and "Organisation's" samples the overwhelming majority of respondents had high managerial position. Specifically, 28.5% of the respondents of the both samples were CEO/general managers and 24.5% were Deputy general managers. The details of participants' positions are presented in Table 9.

Table 9: *Positions of the respondents in the home-organisation*

	Alumni sample	Organisations sample
CEO/general manager	41 (30.4%)	7 (21.9%)
Deputy general manager	34 (25.2%)	7 (21.9%)
Line/departmental mngr.	34 (25.2%)	0 (0.0%)
Owner/ sole proprietor	0 (0.0%)	11 (34.4%)
Employee	7 (5.2%)	0 (0.0%)
Manager	0 (0.0%)	2 (6.3%)
Partner	0 (0.0%)	1 (3.1%)
Other /not specified	19 (14.1%)	4 (12.5%)

In Table 10 distribution of the respondents by the main area of operations (goods or services delivered) is presented.

Table 10: *Distribution of respondents by main business sectors*

	Alumni sample	Organisations sample	Combined	Russia 2015*
Industrial products	24 (17.8%)	0 (0.0%)	24 (14.3 %)	8.2%
Construction	16 (11.9%)	4 (12.5)	20 (11.9%)	10.2%
Agriculture-food, fishery	17 (12.6%)	2 (6.3%)	19 (11.3%)	3.1%
Mineral resources	2 (1.5%)	9 (28.1%)	11 (6.6%)	0.4%
Business-services, consultancy	9 (6.7%)	2 (6.3%)	11 (6.6%)	21.5%
Retail/Tourism	8 (5.9%)	1 (3.1%)	9 (5.3%)	9.7%
Education	5 (3.7%)	2 (6.3%)	7 (4.3%)	2.9%
Telecommunication	3 (2.2%)	4 (12.5%)	7 (4.3%)	0.5%
Trading	7 (5.2%)	0 (0.0%)	7 (4.3%)	16.8%
Healthcare	6 (4.4%)	0 (0.0%)	6 (3.6%)	1.7%
Logistics	2 (1.5%)	0 (0.0%)	2 (1.3%)	6.1%
Automotive	1 (0.7%)	0 (0.0%)	1 (0.6%)	0.2%
Others/not specified	35 (25.9%)	8 (25.0%)	43 (25.7%)	18.7%

*Goskomstat 2015. The shares by business sectors in the Russian economy.

From the Table 10 it can be seen that there were respondents from all main business sectors with the dominance of the respondents working in the industrial products sector (14.3%), construction (11.9%) and Agriculture, food and fishery (11.3%).

Majority of the organisations, representatives of which participated in the survey were smaller SME's (84.4%). 53.1% of them had a turnover less than 25 million Russian roubles. In Tables 11 and 12 details about the size of organisations participated in the survey and their turnover are presented.

Table 11: *Number of employees in the organisations*

Number of employees in the organisation	Percentage
< 10	7 (21.9%)
11-25	9 (28,1%)
26-50	4 (12,5%)
51-100	4 (12,5%)
101-250	3 (9,4%)
251-500	1 (3,1%)
501 >	2 (6,3%)
No answer	2 (6,3%)

Table 12: *Groups of annual turnover of the organisations in Russian Ruble (RUR)*

Turnover	Percentage
<5 million	4 (12.5%)
6-10 million	5(15.6%)
11-25 million	8 (25.0%)
26-50 million	2 (6.3%)
51-100 million	3 (9.4%)
101 million >	5 (15.6%)
No answer	5 (15.6%)

The Geographical spread of the respondents

Organisations' survey

The distribution of the respondents from the "Organisations' survey, and consequently the participated organisations was not proportionate over the eight Federal Districts of the Russian Federation. Organisations, located in the European part of Russia were overrepresented, while "peripherial" Federal Districts were underrepresented or even absent.

One of the reasons of this outcome was that the database of the Dutch PUM-Senior Experts was used as a "general population" to address the organisations, which had benefitted from the PUM assistance. The organisations from the "general population" were not disseminated equally and proportionally over the Russian territory as well.

The table below highlights the destribution of the total number of the beneficiary organisations of the PUM Programme over the Federal Districts in the Russian Federation.

Table 13: *Distribution of organisations participated in PUM programme from 2001 to 2011*

Districts	**Number of organisation**	**Percent**
Central district	696	34%
Northwest district	526	25%
Southern district	42	2%
Ural district	560	27%
Volga district	241	12%
Total	**2065**	**100%**

Another influencing factor can be the level of activity of the local PUM representatives acting as intermediaries between all local Russian organisations that had ever requested an assistance and the PUM Institute in the Netherlands.
The distribution of the organisations in the field research is presented in the table below.

Table 14: *Distribution of participated organisations over Federal Districts*

District	**Number of participants**	**Percent**
Far East federal district	0	0,0%
Volga district	15	46,9%
Northwest district	7	21,9%
North Caucasus federal district	0	0,0%
Siberia federal district	0	0,0%
Ural federal district	9	28,1%
Central federal district	1	3,1%
South federal district	0	0,0%
Not applicable	0	0,0%
Total	**32**	**100%**

Alumni sample

The dissemination of the respondents stemming from the Alumni of the "Presidential Programme" survey was more proportionate compared with the sample of the respondents from the PUM organisations sample, as shown earlier. All Federal Districts were more or less represented, with an over representation of the Volga, Siberia and Central Federal Districts. Resource Centres, responsible for the enrollment and activating suitable candidates for the Presidential Programme most probably had a certain influence on the number of attendees in each specific Federal District and ultimately, resulted in the number of alumni, available in the database of the "Presidential Programme".

The table below elaborate on the division of respondents from the alumni sample by the Federal District.

Table 15: *Distribution of participated alumni over Federal Districts*

District	**Number of participants**	**Percent**
Far East federal district	2	1,5%
Volga federal district	34	25,2%
Northwest federal district	18	13,3%
North Caucasus federal district	1	0,7%
Siberia federal district	26	19,3%
Ural federal district	7	5,2%
Central federal district	25	18,5%
South federal district	11	8,1%
Not applicable	11	8,1%
Total	**135**	**100%**

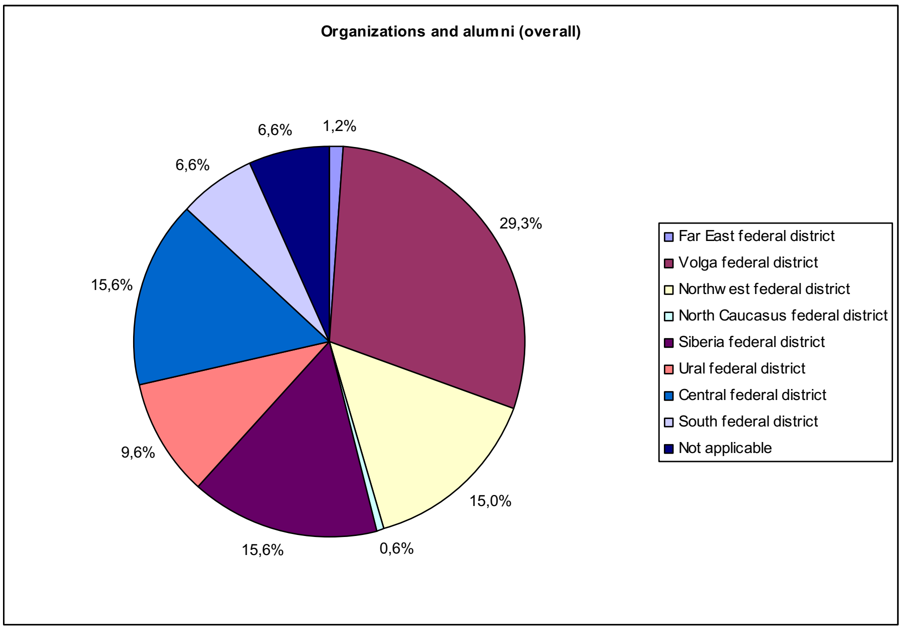
Organisations and alumni combined

The combined sample of the two survey participants provides a more proportionate distribution of the survey population throughout the Russia, although respondents from European Russia are still overrepresented. Taking into consideration the higher level of economic activities in this part of Russia, it represents a weighted and balanced reality and thus, is accepted as representative.

To conclude, the dissemination of respondents over the Russian territory from the two surveys combined is considered to be proportionate, thus representative from a geographical perspective. The representativeness of the size of the organisations, included in the response, is characterised as sufficient (see Table 11 (p. 139) the number of employees in organisations and Table 12 (p. 139) indicating the groups of annual turnover. The degree of proportionality of the surveys' participants by the Federal Districts and per business sector with the overall picture of organisations participated in PUM programme is sufficient, as displayed in Tables 13, 14, 15 (p. 140-141).

The pie chart below show the combined representation of respondents from both the "Organisations" and "Alumni" samples over the Federal Districts of the Russian Federation.

Chart 1: *Participated organizations and alumni combined*



As compared with a more traditional approach to the element of "validity" the level of "validity" accomplished in the underlying research is not ideal. However, taken into consideration the obstacles encountered in the field research, e.g. language of communication, the dependence on digital channels, the low-trust stance to outsiders, the tendency to "secretion" and the vast territory to be covered, the level of "validity" is considered acceptable.

Additionally, since the criteria for "validity" are less "rigid" in the Action Research methodology and approach, the level of "Validity" as reached in the study at hand, complies with the "Goals of Action Research and Validity Criteria", as elaborated and documented in section 3.2.4. and Table 4 (p. 119).

The upcoming Chapters Four and Five are dedicated to the discussion and evaluation of the outcomes of the research.

3.2.5 Data analysis procedure

Both quantitative and qualitative techniques were used for the data analyses. For the statistical analysis of the collected data through the online surveys two databases were created with the SPSS programme, containing information collected from the Presidential Programme alumni and advised organisations. The purpose of the analysis was to test the propositions described in the beginning of this Chapter. First, peculiarities of Russian organisations, their internal environment, existing issues, common roles and styles of managers, level of trust, experience of knowledge sharing and factors affecting it were analysed mainly by conducting frequency analysis and one-way analysis of variances. Furthermore, regression analysis and analysis of variances were conducted to identify the effect of NC on OC as well as management and communication styles existing in the organisations. Finally, the effect of OC, organisational environment, management and communication styles, roles and stiles of consultants, docents and supervisors of host companies on the KT, OL, and ACAP, leading to the SVC in financial and organisational terms and the establishment of competitive advantage, was analysed. Reliability analysis of several combined scales were conducted when necessary.

In case of the focus group and in-depth interviews a qualitative analysis of the information was conducted. Since the interviews were conducted in Russian, the transcripts were translated into English. Furthermore, a two-step coding was conducted. Based on the initial coding main analytical directions were identified and the information was grouped in accordance to those directions. This was followed by the more focused coding, in which the most frequently appearing initial codes (ideas, opinions) were sorted, synthesized and conceptualised. For making the points presented in the text clearer quotations from the interviews were included.

For the third-party research data, the method of content analysis was used.

Information from the three analyses were combined and structured in accordance to the Propositions.

"Logic is the kingdom of the unexpected. To think logically means to be continually amazed".

Osip Mandelstam (1891-1938)

Chapter 4: Results: National and Organisational Cultures in Russia

4.1 Introduction

Studies, such as discussed by Hidalgo and Albors (2008) and Bakker, Cambré, Korlaar and Raab (2011) show that a serious application of KT processes is instrumental to facilitate the recipient's organisational ability to implement SVC and the inescapable change of the inter-organisational culture into a more open, accepting and knowledge-devoted stance. Nevertheless, in many situations introduction of all types of changes in an organisation regularly or occasionally meets some degree of resistance, originated from the employees, organisational environment, various negative processes, management and communication style existing in the organisation etc. Many of the smaller (SME) organisations lack qualified employees, sufficient ACAP and do not have the experience and the internal knowledge available, to be successful in the implementation of KT processes. To encourage employees to share and disperse the knowledge acquired seems equal to an uphill battle and challenging in the majority of organisations.

4.2 The peculiarities of Russian organisations

The influence of the Russian national culture on the structure and condition of the organisations, operating in the new market environment in Russia has several aspects. There is a need for alternatives, in line with the Russian character and circumstances. As an example, there is a request for adjusted leadership styles, with adoption to the Russian culture but based on the premises that "people management" of excellent quality is prioritised, since human capital is "the" creative power and will become on demand in Russia, at length.

Based on the literature review it was assumed that several elements, specifically organisational environment, communication and management style, trust and openness between different groups, knowledge sharing practice are affected by the NC and, from their side, affect the KT and SVC. Therefore, first the "state of the art" and peculiarities of the Russian organisations were studied and analysed.

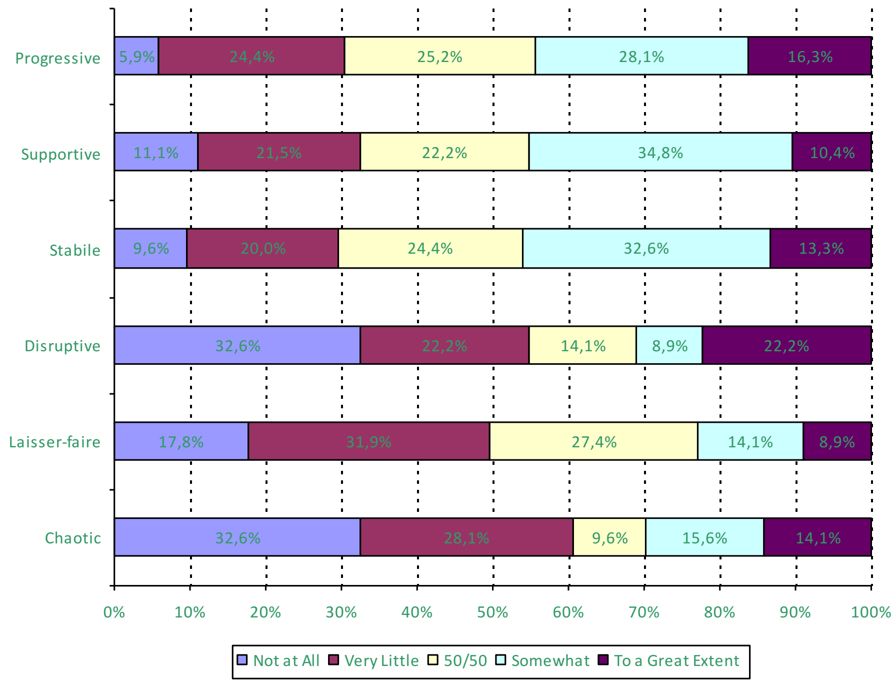
Level of education of the employees.

The level of education of employees in organisations indicates the level of abilities, readiness for change and learning, acceptance for innovations, internally and externally. Therefore, from the KT perspective the level of education was assumed to be affective also in case of Russian organisations. The survey results showed that the mean value of the employees with low level of education in respondents' organisations amounted to 20.51 percent, the mean value of employees with medium level of education was 34.57 percent and those with high level of education was 47.91 percent.

Organisational environment

To disclose how the peculiarities in Russian organisations affect the organisational environment, the analyses of peculiarities of those organisations were carried out first. The details are presented in the chart below.

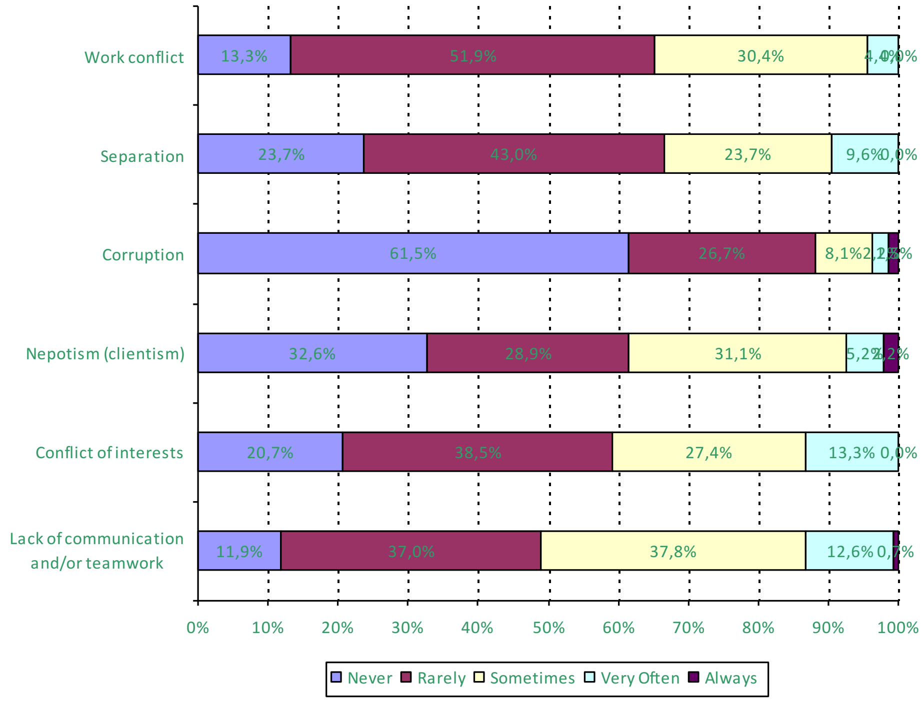
Chart 2: *Pecularities of Russian organisations*



Existence of negative phenomena

Both positive and negative phenomena and processes within organisations exercise a severe influence on the OC and tend to affect the financial and organisational results of the organisation, in short and long terms. Research in countries such as Russia, going through processes of transformation, unrest and turmoil, showed that the transfer of knowledge, targeted to imply free-market practices, often fail since negative phenomena, cultural conflict and tensions dominate (Clark & Geppert, 2002). Therefore, the existence of several negative phenomena, specifically separation, corruption, nepotism/clientism, conflict of interests and lack of communication and/or teamwork, that may have an effect on the OC, organisational environments and KT were also studied. The details are presented in the chart below.

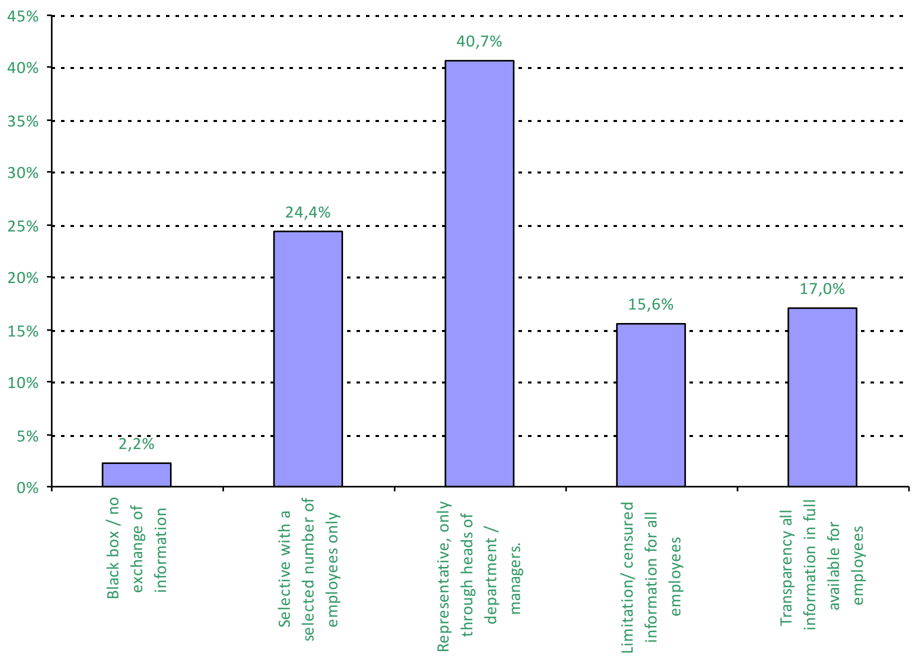
Chart 3: *Existence of negative phenomena in Russian organisations*



Communication style

Based on the literature review it can be argued that there are connections between the NC and the style of communication in Russian organisations. Thus, the characteristics of internal communication was studied and analysed. The majority of the respondents (40.7 percent; n = 55) said it was representative (communication only through heads of departments or managers), 24.4 percent of respondents (n = 33) characterized it as selective (communication with a selected number of employees only) and 17.0 percent (n = 23) described it as totally transparent (all information in full available for employees). Limitation mode of internal communication, under which censured information was available for all employees was present in the organisations of 15.6 percent of respondents and black box mode (no exchange of information) existed only in the organisations of 2.2 percent of respondents (n = 3).

Chart 4: *Communication style in the organisations*

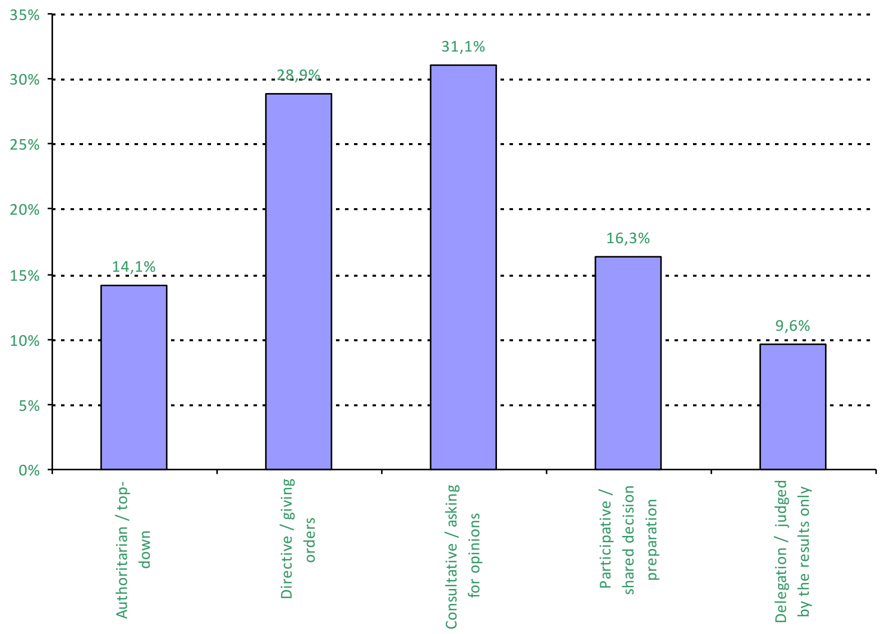


Management style

Styles of management in organisations are influenced by elements of National Culture. Therefore, the present management style was studied.

The relative majority of the respondents (31.1 percent, n = 42) believed that dominant style of management in their organisations was consultative (employees were asked to state their opinions). Another widely-presented style of management (28.9 percent, n = 39) in respondents' organisations was directive (orders were given to employees and they were supposed to carry them out). Participative style of management dominated in the organisations of 16.3 percent of respondents (n = 22) whereas authoritarian or top-down approach to the management existed in the organisations of 14.1 percent (n = 19) of the respondents. Delegation which presupposes judging employees by their results was the least common style of management: only 9.6 percent (n = 13) of respondents said that such managerial style dominated in their organisations.

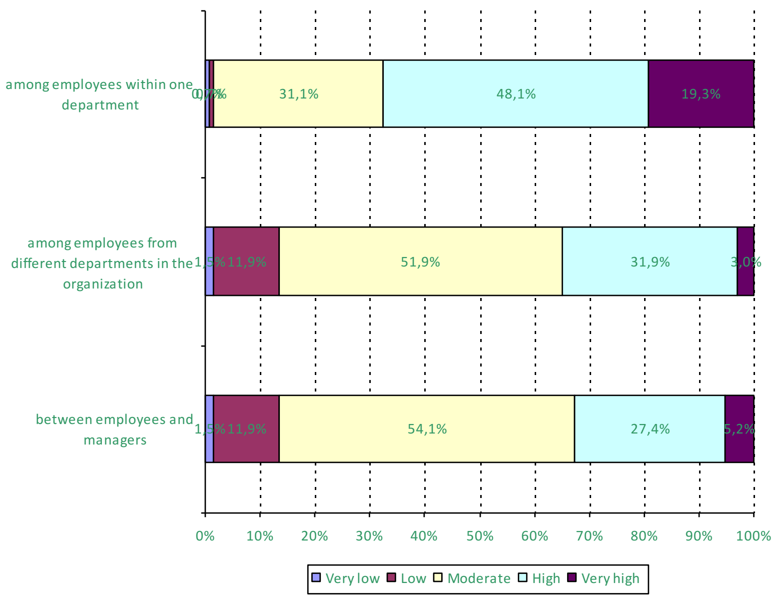
Chart 5: *Management style in the organisations*



Level of trust and openness

The cohesion in the internal environment between and within Russian organisations, among other, is determined by the mutual level of trust and openness and is essential in the collaboration with internal and external partners. Respondents' opinion regarding the level of trust among employees within one department, among employees from different departments, and among employees and managers are presented in the chart below.

Chart 6: *Level of trust in the Russian organisation*



The Russian OC was assumed to be gradually open to other employees and departments. Analysis of survey outcomes presents a mixed result. The details are presented in Table 14.

Table 16: *Openness to other employees and departments*

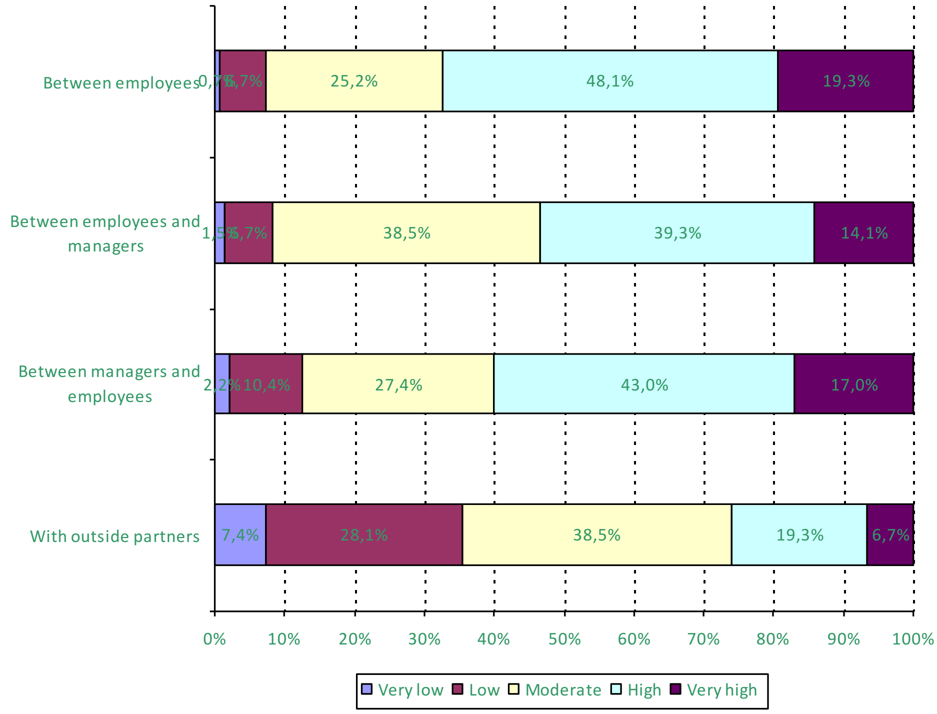
Attitude	**Proportion**
Strongly agree	8.1% (n = 11)
Agree	34.1% (n = 46)
Neither agree nor disagree	33.3% (n = 23)
Disagree	17.8% (*n* = 24)
Strongly disagree	6.7% (*n* = 9)

Negative aspects of the organisations' internal environment are assumed to be affected by the existing level of trust between employees in Russian organisations both from the same or other departments. One-way Between-group ANOVA illustrated that trust between employees neither within the same department nor from different departments had any statistically significant dependency on different negative aspects existing in the organisations, specifically "Work conflict ($p = .280$ and $p = .064$), "Separation" ($p = .337$ and $p=.481$), "Corruption" ($p= .952$ and $p = .436$), "Nepotism (clientism)" ($p = .597$ and $p = .332$), "Conflict of interests" ($p = .649$ and $p = .174$), and "Lack of communication and/or teamwork" ($p = .539$ and $p = .115$).

Knowledge sharing

The knowledge sharing practices between and within various groups in Russian organisations was also studied as being important from the trans-boundary KT and SVC perspective.

Chart 7: *Knowledge share practice in Russian organisations*



The results of the online survey suggested that in respondents' organisations the readiness for sharing knowledge between employees was generally considered as high. Specifically, 19.3 percent (n = 26) as very high and 48.1 percent (n = 65) marked it as high. 25.2 percent of respondents (n = 34) consider it as moderate, 6.7 percent (n = 9) as low and only 0.7 percent (n = 1) as very low.

Readiness for sharing knowledge between employees and managers was perceived very high by 14.1 percent of respondents (n = 19), as high by 39.3 percent of respondents (n = 53), as moderate by 38.5 percent of respondents (n = 52), as low by 6.7 percent of respondents (n = 9) and as very low by 1.5 percent of respondents (n = 2).

The perception of the opposite direction of knowledge sharing, i.e. between managers and employees was slightly more polarised. Specifically, it was considered as very high by 17.0 percent of the respondents (n = 23), as high by 43.0 percent of respondents (n = 58), as moderate by 27.4 percent of respondents (n = 37), as low by 10.4 percent of respondents (n = 14) and as very low by 2.2 percent of respondents (n = 3).

The wider range knowledge sharing, i.e. sharing with outside world was perceived as less common. More precisely, it was marked as very high by 6.7 percent of respondents (n = 9), as high by 19.3 percent of respondents (n = 26), as moderate by 38.5 percent of respondents (n = 52), as low by 28.1 percent of respondents (n = 38) and as very low by 7.4 percent of respondents (n = 10).

The analysis also showed that majority of the respondents agreed or strongly agreed with the idea that their organisation shared innovations with suppliers and distributors. More precisely, 35.6 percent (n = 48) agreed and 12.6 percent (n = 17) strongly agreed with the statement. 26.6 percent (*n* = 36) of the respondents disagreed with it to some extent. One fourth of respondents (25.2 percent) could not either agree or disagree with the statement (*n* = 34).

The majority of the respondents tended to agree that their organisations were totally open for new ideas and innovation from outside sources and that they constantly implemented new ideas and innovations developed internally. Specifically, 40.0 percent of the respondents (n = 54) agreed, and 31.9 percent (n = 43) strongly agreed with the idea. The opposing answers were chosen by minority of the respondents: 4.4 percent (n = 6) said that they strongly disagreed with the idea whereas 6.7 percent (n = 9) said that they just disagreed with it.

Rather different situation was in case of the distribution of frequencies, describing agreement or disagreement with the statement "Partly open to other employees and other departments". 6.7 percent (n = 9) of the survey participants strongly disagreed, 17.8 percent (n = 24) disagreed, 34.1 percent (n = 46) agreed and 8.1 percent (n = 11) strongly agree with it. Meanwhile, one third of survey participants (33.3 percent, n = 45) neither agreed nor disagreed with the statement.

Stating their attitude towards the statement "We share innovations with suppliers and distributors" 13.3 percent (n = 18) of respondents said they strongly disagreed with it and another 13.3 percent (n = 18) that they disagreed. 35.6 percent of survey participants (n = 48) agreed and 12.6 percent (n = 17) strongly agreed with the statement.

Table 17: *Open for new ideas and innovations*

	I strongly disagree	I disagree	Undecided	I agree	I strongly agree
Totally open for new ideas from outside sources (or) constantly implement new ideas developed internally	4,4% (n = 6)	6,7% (n = 9)	17,0% (n = 23)	40,0% (n = 54)	31,9% (n = 43)
Partly open to other employees and other departments	6,7% (n =9)	17,8% (n = 24)	33,3% (n = 45)	34,1% (n = 46)	8,1% (n = 11)
We share innovations with suppliers and distributors	13,3% (n = 18)	13,3% (n = 18)	25,2% (n = 34)	35,6% (n = 48)	12,6% (n = 17)
We share innovations with the business sector and through media	14,8% (n = 20)	21,5% (n = 29)	24,4% (n = 33)	31,9% (n = 43)	7,4% (n = 10)
We prefer the way we use to do the business	2,2% (n = 3)	11,9% (n = 16)	20,7% (n = 28)	44,4% (n = 60)	20,7% (n = 28)
We don't share innovations with the outside world	24,4% (n = 33)	36,3% (n = 49)	15,6% (n = 21)	17,0% (n = 23)	6,7% (n = 9)

The ANOVA revealed that the level of trust among employees from different departments in the organisation was a statistically significant predictor of being totally open for new ideas and innovations from outside sources and constant implementation of new ideas and innovations developed internally ($p = .005$). Relationship between corresponding variables was negative ($b = -.381$). In other words, increase of trust among employees from different departments brings about three times less increase in organisational state of being totally open for new ideas and innovation from outside sources and constant implementation of new ideas and innovations developed internally. F-ratio for the model (5.852) is high enough to conclude that observed variances are not incidental.

The degree of total acceptance and readiness of implementation of new ideas and innovations was not, however, determined in a statistically significant way by the level of trust among employees in their own department ($p = .708$).

The condition of being partly open with respect to innovations to other employees and other departments were not affected in a statistically significant way by the level of trust among employees in their own department ($p = .363$) or among employees from different departments ($p = .600$). The condition of sharing innovations with suppliers and distributors was not affected by those factors as well, with p = .665 and p = .154 respectively.

The condition of preferring to do business their own way was not determined in statistically significant way by the level of trust among employees in their own department (p = .458) or among employees from different departments of respondents' organisations (p = .545). The attitude of not sharing innovations with outside world was not determined in statistically significant way by the level of trust among employees in their own department (p = .885) as well. On the other hand, it was determined by the level of trust among employees from different departments of respondents' organisations (p = .014), and this relationship was positive (b = .385), indicating that increase in the level of trust brings about increase in being closed to outside world in terms of sharing innovations. F-ration for this model was high enough to suggest that observed variances were not incidental.

In the meantime, neither number of employees in the organisation nor types of goods or services delivered affected in a statistically significant way the condition of being partly open in terms of innovations to other employees and departments (p = .822 and p = .356), readiness to share innovations with suppliers and distributors (p = .208 and p = .240), outside world (p = .108 and p = .171) as well as with the business sector and through the media (p = .311 and p = .426), readiness of doing the business the way the respondents prefer (p = .356 and p = .296).

No statistically significant effect was found also of the type of goods or services delivered by the respondents' organisations on being totally open for new ideas and innovation from outside sources and constant implementation of new ideas and innovations developed internally (p = .817).

Table 18: *Openness and readiness to share and implement new ideas and innovations*

	Openness and readiness to share and implement new ideas and innovations, p-value					
	Totally open for new ideas	Partly open to others in the organisation	We share innovations with suppliers	We share innovation s through media	We prefer our way to do the business	We don't share innovati ons
Number of employees	.034	.822	.208	.311	. 356	.108
Type of goods delivered	.817	.356	.240	.426	.296	.171

Type of goods or services delivered by organisations had no statistically significant effect on the level of readiness for sharing knowledge within employees (p = .991), between employees and managers (p = .801), between managers and employees, (p = .896) as well as with outside partners (p = .303).

The Proposition P.1 is accepted.

4.3 The effect of National Culture on the culture in Russian organisations

To uncover how Russian NC affects the cultural environment in Russian organisations the results of both online surveys, focus group discussions and in-depth interviews were analysed.

The analysis of online surveys showed that the majority of the respondents thought that Russian culture strongly affected the culture of their organisation. Particularly, 29.6 percent (n = 40) of survey respondents believed that the influence of the Russian culture on their organisation's culture was very strong and 37.0 percent of them (n = 50) believed that it was strong. 25.2 percent of survey participants (n = 34) tended to think that such influence is moderate, 5.2 percent (n = 7) considered it to be weak and 0.7 percent (n = 1) believed that it was very weak.

Managers in the Russian organisations are predominantly Russians, consequently they inhabit Russian NC. Therefore, the effect of the leader's / manager's culture, was studied. The respondents perceived the effect of the managers'/leaders' culture on their organisations' culture even stronger. 44.4 percent (n = 60) of respondents thought that the influence was very strong and 37.0 percent (n = 50) believed that it was strong. 16.3 percent of survey participants (n = 22) believed that such influence is moderate and only 1.5 percent (n = 2) considered it to be weak.

There are a number of foreign workers employed in Russian organisations, the majority stemming from the former Soviet republics in Asia. In many cases, they bring their NC to the organisation. Therefore, the effect of their culture on the OC was studied. The results revealed that just 7.4 percent (n = 10) of the respondents believed that the influence of foreign (non-Russian) workers on their organisation's culture was very strong and 5.9 percent of them (n = 8) believed that it was strong. 13.3 percent of the respondents (n = 18) mentioned that such influence was moderate. 23.0 percent (n = 31) considered it to be weak and 31.1 percent (n = 42) thought that it was very weak.

Russian organisations are increasingly involved in the global economy and economic culture. Therefore, the effect of the global economy on the organisational culture was studied. 11.1 percent (n = 15) of survey respondents believe that the influence of the connections/cooperation with global (Western and Asian) business partners on their organisation's culture was very strong and 22.2 percent (n = 30) thought that it was strong. 18.5 percent of survey participants (n = 25) believed that such influence was moderate, 22.2 percent (n = 30) that it was weak and 17.0 percent (n = 23) that it was very weak.

Table 19: *Influences on the Organisation's Culture*

	Very weak	Weak	Moderate	Strong	Very strong	N/A
The influence of the Russian culture on the OS	0.7% (n=1)	5,2% (n=7)	25,2% (n=34)	37,0% (n=50)	29,6% (n=40)	2,2% (n=3)
The influence of the Leaders'/managers' culture on the OC	0,0%	1,5% (n=2)	16,3% (n=22)	37,0% (n=50)	44,4% (n=60)	0.7% (n=1)
The influence of the male/female staff composition on the OC	11,1% (n=15)	22,2% (n=30)	37,8% (n=51)	20,7% (n=28)	3,7% (n=5)	4,4% (n=6)
The influence of foreign (non-Russian) workers on the OC	31,1% (n=42)	23,0% (n=31)	13,3% (n=18)	5,9% (n=8)	7,4% (n=10)	19,3% (n=26)
The influence of the connections/cooperation with global business partners on the OC	17,0% (n=23)	22,2% (n=30)	18,5% (n=25)	22,2% (n=30)	11,1% (n=15)	8,9% (n=12)

Additionally, influence of the proportion of male/female employees on the OC was studied. The respondents mainly believed that gender had no effect on the organisations' culture. Only 3.7 percent (n = 5) of survey respondents mentioned that the influence of male/female staff composition on their organisation's culture was very strong and 20.7 percent (n = 50) believed that it was strong. 37.8 percent of survey participants (n = 51) tend to think that such influence was moderate, while 22.2 percent (n = 30) considered it to be weak and 11.1 percent (n = 15) considered it to be very weak.

The participants of the in-depth interviews and the focus group session underlined the importance of the Russian NC as an influential force in the Russian organisation and the Russian society, at large. Consequently, Russia's growing participation in the world economy will lead Russian organisations to a more open attitude to advanced leadership systems, to be able to compete in the international environment. "*Overregulation*" was mentioned as a part of the *"feudal"* regime in Russia and respondents were sceptical on any chance of reform.

An executive of a paint production company declared: “Management is based on the Russian business tradition and the Russian mentality. Gender and age issues are not relevant in this context.”

Another respondent, Medical Doctor and Deputy Director of a clinic, argued: “Low degree of trust in Russian society is strongly linked to authoritarian management style, while the Dutch model is more horizontally managed, but does not preclude strict managerial approach”.

As deliberated by the Director of a regional chain of convenience stores: “There is a critical note to be announced on the culture among employees with issues as endemic embezzlement, leading to additional investments in control and surveillance, not to mention bribe-extorting officials”.

Russian business mentality is very vertically oriented, since the Russian society, as a whole, is vertically organised.

The Proposition P.2 is partly accepted.

4.3.1 The effect of National Culture on the management and communication style in Russian organisations

The analyses of both online surveys and qualitative interviews unveiled interesting and partly unexpected results regarding the effect of NC on the management and communication style in Russian organisations.

The online surveys’ results suggested that different factors that had potential to affect the culture in the respondent’s organisation (i.e. influence of Russian culture, male/female composition, etc.) did not seem to determine the dominant style of management in the organisations. The analysed factors were: “The influence of the Russian culture on the organisation’s culture” ($p = .698$), “The influence of the Leaders’/managers’ culture on the organisation’s culture” ($p = .681$), “The influence of the male/female staff composition on the organisation’s culture” ($p = .487$), “The influence of foreign (non-Russian) workers on the organisation’s culture” ($p =.156$), and “The influence of the connections/cooperation with global (Western & Asian) business partners on the organisation’s culture” ($p = .996$).

The analysis also revealed that the very same factors did not determine the dominant style of communication in the respondents’ organisations. The overall readiness to accept and implement innovations in organisation was not determined by aforementioned factors as well (the influence of the Russian culture on the organisation’s culture ($p = .682$ and $p = .458$); the influence of the leaders’/managers’ culture on the organisation's culture (p = .641 and p = .596); the influence of the male/female staff composition on the organisation's culture (p = .641 and p=.596); the influence of foreign (non-Russian) workers on the organisation's culture (p=0.491 and p = .760); the influence of the connections/cooperation with global (Western and Asian) business partners on the organisation's culture (p= .323 and p = .524)).

The participants of the in-depth interviews and the focus group session stressed that in general, management styles in organisations, existing attitudes, norms and behaviours are severely influenced by the Russian NC and contain totalitarian elements as prevalent in the overall Russian society. Direction and development strategy and the style of communication with and between the employees depends mainly on the Director.

A Manager of an educational institute declared that "The style of management depends on circumstances, but I believe that sometimes it is necessary to be tough"

The Director of an agricultural cooperative mentioned that "The director decides everything, the whole strategy and the direction of development. As the things are in Russia, the style of management is totalitarian".

According to the owner/director of a transport services stated: "Every manager in Russia chooses an individual management style, but it is primarily based on respect and discipline".

The managers of a chain of drugstores declared that "A formalised style of management is implemented based on Russian values with no freedom implied for the sales personnel and with only some freedom of decision making for managers".

The Proposition 2.1a is accepted and 2.1b is rejected.

As a conclusion, it can be said that there are more or less equal amounts of progressive and non-progressive, supportive and non-supportive organisations. In the meantime, stable, non-disruptive, non-laisser-faire and non-chaotic environments are more common in Russian Organisations than non-stable, disruptive, laisser-faire and chaotic respectively. Negative phenomena common for transition economies also exist in Russian organisations, but based on the literature review, found less frequent than argued. A little more than a half of the studied organisations had consultative and participative style of management, while in another large group it was directive and top-down. In the majority of cases the level of trust and knowledge sharing between employee from the same department was high. In contrast, the trust and openness between employees and managers was rated as moderate by more than a half of the survey participants.

NC, predominantly transmitted by the culture of managers and leaders has a strong impact on OC. In the meantime, the effect of global culture on Russian OC is relatively weaker.

"More than ever, today's managers must see themselves as value creators whose primary responsibility is to turn the resources they manage into measurable results that matter to the people, organisation, and societies they serve".

Henry Mintzberg

Chapter 5: Results: Knowledge Transfer and Sustainable Value Creation

The effects of KT on SVC, Consultant's results on SVC in financial and organisational terms, the effect in longer term on established "Comparative Advantages" by SVC.

5.1 The effect of Organisational Culture and organisational environment on the knowledge transfer process

Based on the literature review it was argued that several factors, particularly NC in general, organisational environment, management style, organisational learning and absorptive capacity affected the KT process in the Russian organisations. Several types of the organisational environment, i.e. stable, progressive, supportive, disruptive, laisser-faire and chaotic, were studied as the most possible for having an influence on the KT process.

To check whether certain characteristics of the cultural environment of the organisation have statistically significant effect on the acceptance and readiness of implementation for new ideas and innovations one-way between group ANOVA was conducted. The results indicated that "progressive", "supportive" and "stable" organisational environments were important determining factors with respect to acceptance and readiness of implementation for new ideas and innovations. Namely, positive changes in progressive organisational environment change positively the condition of being totally open for new ideas and innovation from outside sources and constant implementation of new ideas and innovations developed internally ($p = .02$). The same applies for supportive ($p = .012$) organisational environments (b-coefficients for progressive and stable organisational environments are equal to -.305 which suggests negative relationship between variables). As for stable organisational environment, it impacts the total acceptance and readiness of implementation for new ideas and innovations in statistically significant ($p = .038$), in a positive way ($b = .222$).

ANOVA F-ratio for the model is much higher than the significant level (4.452), which means that the variances are not likely to be incidental and the model itself is good enough.

No significant relations between other modes of organisational environment ("disruptive", "laisser-faire", "chaotic") and degree of acceptance and readiness of implementation for new ideas and innovations have been determined.

The analysis also revealed that only progressive (p = .05) and chaotic (p = .035) organisational environments were significant determining factors with respect to the condition of being partly open in terms of new ideas to other employees and other departments. ANOVA F-ratio for the model (2.785) was slightly less than the expected value at that level of significance (2.92-2.99 with p = .01), which increases the chance that observed variances are incidental. In the meantime, progressive organisational environment affects to condition of being partly open in terms of new ideas to other employees and other departments in negative manner (b = -.279) and chaotic organisational environment affects it in a positive manner (b = .201).

No significant relations between other modes of organisational environment and the degree of acceptance and readiness of implementation of new ideas and innovations have been determined. The conducted ANOVA test also showed that the condition of not sharing innovations with outside world was affected by both disruptive (p = .034) and laisser-faire (p = .022) organisational environments.

Table 20: *Acceptance and readiness of implementation for new ideas and innovations*

Type of the organisation	Acceptance and readiness of implementation for new ideas and innovations, p-value					
	Totally open for new ideas and innovation	Partly open to others in the organisation	We share innovations with suppliers	We share innovations through media	We prefer our way do the business	We don't share innovations
Progressive	.002	.005	.011	.052	.083	.228
Supportive	.012	.079	.078	.140	.790	.104
Stabile	.038	.413	.764	.141	.178	.155
Disruptive	.626	.168	.600	.033	.089	.034
Laisser-faire	.331	.436	.454	.019	.875	.022
Chaotic	.187	.035	.652	.497	.776	.517

In the first case the relationship was positive (b = .215) while in the second case it was negative (b = -.272). ANOVA F-ratio for the model was 2.947 which is approximately equal to the value to be expected at that level of significance (2.92-2.99

with p = .01). Therefore, the observed differences cannot be considered as not incidental and we cannot be sure that the differences were caused by the independent variable.

The condition of sharing innovations with the business sector and through media was significantly affected by disruptive (p = .033) and laisser-faire (p = .019) organisational environments. In first case the relationship was negative (b = -.209) and in the second case positive (b = .269). ANOVA F-ratio for the model is equal to 3.796 which is high enough to say that observed variances are not incidental. No statistically significant relations were observed between organisational environment and the readiness to share innovations with the business sector and through media.

The survey results also suggested that factors that are likely to affect the organisational culture (Russian culture, culture of manager or the leader, etc.) did not determine the readiness for intra- and extra-organisational knowledge sharing, the extent of knowledge sharing between employees and managers, the extent of sharing knowledge the other way around – between managers and employees and the extent of sharing knowledge with outside partners. More specifically, such factors did not determine in statistically significant ways the extent of knowledge sharing between employees. The studied variables were "The influence of the Russian culture on the organisation's culture" (p = .392, p = .329, p = .247 and p = .338), "The influence of the Leaders'/managers' culture on the organisation's culture" (p = .580, p = .095, p = .199 and p = .662), "The influence of the male/female staff composition on the organisation's culture" (p = .324, .092, p = .072 and p = .338), "The influence of foreign (non-Russian) workers on the organisation's culture" (p = .360, p = .947, p = .992 and p = .367), and "The influence of the connections/cooperation with global (Western & Asian) business partners on the organisation's culture" (p = .333, p = 185, p = .060 and p = .081).

5.1.1 Effect of Organisational Culture and organisational environment on the transfer of knowledge obtained from the Presidential Programme

Almost half of the respondents (44.4 percent, *n* = 60) strongly agreed and 43.0 percent (*n* = 58) agreed that they had opportunities to inform the management of their organisation about their experiences in the Presidential Programme. 9.6 percent of the respondents (*n* = 13) neither agreed nor disagreed, 3.0 percent (*n* = 4) disagreed and none strongly disagreed with the statement.

Respondents from the home-organisation, involved in the transfer of knowledge from the "Presidential Programme", channelling the obtained new ideas and innovations towards the Russian home-organisation, reported on the readiness and acceptance of the transferred knowledge to the managers and employees of the home-organisation, with mixed outcomes.

The analysis revealed that the majority of the respondents were able to spread the acquired knowledge among their colleagues. Particularly, 29.6 percent (n = 40) strongly agreed and 47.4 percent (n = 64) agreed with the statement. None of the respondents express a strong disagreement with the statement and only 6.7 percent (n = 9) disagreed with it.

Table 21: *Ability to share knowledge among colleagues*

	Ability to share knowledge among colleagues
Strongly agree	29.6 % (n = 40)
Agree	47.4 % (n = 64)
Neither agree nor disagree	16,3% (n = 29)
Disagree	6.7 % (n = 9)
Strongly disagree	0%

Peculiarities of the organisational environment were shown not having a statistically significant impact on being beneficial to one's organisation as a result of participating in the Presidential Programme. The p-values for these variables were: "Progressive" = .805, "Supportive" = .232, "Stable" = .451, "Disruptive" = .874, "Laisser-faire" = .527, "Chaotic" = .495).

The analysis showed that the specifics of organisational environment did not affect the ability of respondents to spread the acquired knowledge among their colleagues and the respondents' opportunities to inform the management of their organisation about their experiences in the Presidential Programme in statistically significant ways. The studied types of organisational environment "Progressive" (p = .886 and p = .857), "Supportive" (p = .853 and p = .110), "Stable" (p = .965 and .420), "Disruptive" (p = .258 and p = .164) and "Laisser-faire" (p = .662 and p = .267). The only exception was "Chaotic" state of organisational environment which had no statistically significant effect on the ability of respondents to spread the acquired knowledge among their colleagues (p = .081) but had a significant effect on the respondents' opportunities to inform the management of their organisation about their experiences in the Presidential Programme (p = .047). The relationship was negative (b = -.141). In other words, more chaotic organisational environment raised fewer opportunities for respondents to inform the management of their organisation about their experiences in the Presidential Programme. Nevertheless, F-ratio for the model was low (1.790) suggesting higher probability that the observed varieties were incidental.

The specifics of an organisational environment did not determine the change in way of “doing things” by respondents’ introduction and convincing power in statistically significant ways either. The significance levels for related predictor variables are as follows: “Progressive” p = .874, “Supportive” p = .306, “Stable” p = .811, “Disruptive” p = .124, “Laisser-faire” p = .129, “Chaotic” p = .052.

The specifics of an organisational environment did not affect the ability of respondents to spread the acquired knowledge among their colleagues in statistically significant way either. The studied types of organisational environment were “Progressive” (p = .886), “Supportive” (p = .853), “Stable” (p = .965), “Disruptive (p = .258), “Laisser-faire” (p = .662) and “Chaotic” (p = .081).

Level of trust either among employees in the respondents’ own department or among employees belonging to different departments did not have a statistically significant determining effect on the ability of the respondents to spread the acquired knowledge among their colleagues (p = .143 and p = .082), on the opportunities of respondents to inform the management of their organisation about their experiences in the Presidential Programme (p = .451 and p = .125) and on changes in organisational way of “doing things” by respondents’ introduction and convincing power (p = .662 and p = .173).

The ability of respondents to spread the acquired knowledge among their colleagues was not determined in statistically significant manner by dominant style of management and communication in the organisation (p = .762 and 0.243 respectively), as well as state of being totally open for new ideas and innovation from outside sources and constantly implementing new ideas and innovations, developed internally (p = .130), being partly open in terms of innovations to other employees and other departments (p = .105), sharing innovations with suppliers and distributors (p = .191), sharing innovations with the business sector and through media (p = .178), preferring the way the respondents use to do the business (p = .639) and not sharing innovations with the outside world (p = .781).

The influence of Russian culture on organisational culture was also considered to be an influential factor with respect to sharing innovations with the business sector and through the media. The ANOVA provided a proof for that assumption (p = .028).

The impact was negative (b = - .244) meaning that greater impact of Russian culture on organisational culture brings about decrease in the level of readiness to share innovations with the business sector and through the media. F-ratio, which is equal to 1.372, nevertheless suggests that observed variances in this model are likely to be incidental and have little statistical significance.

Other factors, already mentioned above, had no statistically reliable impact. The details are presented in Table 22.

Table 22: *Openness and readiness to share and implement new ideas and innovations*

	Openness and readiness to share and implement new ideas and innovations, p-value						
	Openness to innovations	Dominant management style of	Dominant communication style	Readiness for innovations	Opennes to others	Sharing innovations with suppliers	Sharing innovations through media
Influence of the Russian culture	.187	.698	.682	.458	.649	.691	.028
Influence of the Leaders'/managers	.146	.681	.641.	596	.923	.550	.948
Influence of the male/female staff	.126	.487	.641	.596	.275	.777	.764
Influence of foreign (non-Russian) workers	.452	.156	.491	.760	.324	.348	.631
Influence of the connections/ cooperation with global business	.972	.996	.323	.524	.706	.884	.226

To unveil whether the influence of both Russian culture and leaders' or managers' culture on the organisation's culture determined in statistically significant ways the respondents' attitude during the internship within the framework of the Presidential Programme the following variables were combined into the category "learning ability": "During my internship at the foreign host-company, my managerial competence was sufficient to absorb the business knowledge as provided by the supervisors and other members of staff", "During my internship at the foreign host company, I was able to exploit new information about business processes", "During my internship at the foreign Host company, I was able to assist in solving problems, based on my business competence", and "During my internship at the foreign Host company, I developed the necessary skills to implement new business knowledge to my employer's organisation in Russia". The variables were combined on the basis of mean answers for each variable. The conducted reliability analysis showed that the internal consistency of the scales allowed the combination, with Cronbach's $\alpha = .727$. However, the conducted ANOVA illustrated that the influence of both the Russian culture ($p = .409$) and leaders' or managers' culture on the organisation's culture ($p = .072$) did not determine in a statistically significant levels the respondents' attitude and learning ability during the internship within the framework of the Presidential programme.

To study whether the influence of leaders' or managers' culture on the organisation's culture determine the respondents' attitude during the lectures within the framework of the Presidential Programme in a statistically significant level several variables were combined into the category "respondents' attitude to the group lectures". The combined variables were: "During the group lectures the docents and myself had a common language to deal with the content of the modules", "During the group lectures I had a clear vision of what the implementation of the content of the modules is trying to achieve", "During the group lectures, I received sufficient information on the state-of-the-art content of the modules", "During the group lectures, I developed a clear understanding of the goals, tasks and responsibilities in the implementation of the learned content of the modules", and "During the group lectures, my technical competence was sufficient to absorb the business knowledge as provided". These variables were combined on the basis of mean answers for each variable. To check the reliability of the combined variables used in this research, the internal consistency of the scales has been tested with Cronbach's α. It was equal to .795, affirming that these variables were suitable for combination. The conducted ANOVA illustrated that the influence of leaders' or managers' culture on the organisation's culture had a statistically significant effect on the respondents' attitude to the group lectures within the framework of the Presidential programme ($p = .031$). Relationship was positive ($b = .126$). F-ratio of the model was equal to 3.235, which slightly exceeds the incidental maximum to be expected with $p = .043$. Hence, the observed variations could be considered as not incidental.

As for the influence of Russian culture on organisational culture, it did not have a statistically significant impact on the respondents' attitude during the lectures within the framework of the Presidential Programme ($p = .134$).

The survey results suggested that sufficient level of technical competence to absorb provided business knowledge was statistically significant determining factor of improving the respondents' knowledge during the Presidential Programme ($p = .003$). The impact was positive ($b = .192$) and particularly high F-ratio (9.435) suggested that the model was good and observed variances are not incidental.

The participants of the in-depth interviews and the focus group session stressed the view that the insights learned from the KT processes, whether by the visiting advisor at the home organisation or by the involvement in the education and the traineeship in a host-company in a foreign country were affected by their own attitudes, norms and behaviours, stemming from the environment and the OC in the Russian home-organisation. In general, they experienced smaller to larger gaps between their own positions and the positions of the consultant/advisor, in the approach to and implementation of the KT processes.

The vice-president of a Czech-Russian joint venture declared: "Organisational culture is mixed with influences of both Western and Russian elements (flexibility and at the same time good knowledge of Russian mentality and local peculiarities) Western elements have been successfully adapted to Russian conditions. There is structure what allows to control the employees, however self-development is encouraged and in terms of matters of personal responsibility, everyone is left on his own; i.e. if someone is in charge of a particular task, he/she decides how to best handle it. The company promotes business-thinking and sets the goals. Results are important, no so much the way that they are achieved".

The Propositions 3a and 3b are accepted.

5.2 The effect of the management and communication styles on the Knowledge Transfer in Russian organisations

Participants in the Presidential Programme are supposedly affected by specific factors in the home-organisation's culture in their attempts to inform the management of the home-organisation about their experiences in the Programme and the host-organisations.

The ability of the respondents to inform the management of their organisation about their experiences in the Presidential Programme was not determined in statistically significant manner by dominant style of management and communication in the organisation ($p = .689$ and 0.346 respectively), as well as states of being partly open in terms of innovations to other employees and other departments ($p = .459$), sharing innovations with suppliers and distributors (p = .406), sharing innovations with the business sector and through media (p = .723), preferring the way the respondents use to do the business (p = .897), not sharing innovations with the outside world (p = .072). Nevertheless, the state of being totally open for new ideas and innovation from outside sources and constantly implementing new ideas and innovations, developed internally appeared to have a statistically significant impact on the ability of respondents to inform the management of their organisation about their experiences in the Presidential Programme (p = .010). Relationship in this case was positive (b = .174), meaning that experiences of employees who have attended the Presidential Programme would be more welcome in organisations totally open to all sorts of innovations. F-ratio for the model slightly exceeded the maximum that could appear due to incidental variances, and therefore it could be considered as good in terms of statistical significance.

19.3 percent of the respondents (*n* = 26) strongly agreed and 47.4 percent of respondents (*n* = 64) agreed that the obtained knowledge was understandable and feasible for the colleagues at home. 23.0 percent of the respondents (*n* = 31) neither agreed nor disagreed, 10.4 percent (*n* = 14) disagreed and nobody strongly disagreed with the statement.

The participants of the in-depth interviews and the focus group session in general stressed the view that the opportunities to be involved in the KT processes they received by education and the traineeship abroad, turned out to be influential and were of value for the home organisation and the personal career. Supportive styles of the management at home, developing an attitude for knowledge dissemination by pro-active management and the valuation of the labour force were the key points for an optional change towards the implementation of KM practices in their home and other Russian organisations.

An executive of a paint company stated: “The gap between European and Russian management practices was so enormous that would be only able to apply 30-40% of the knowledge transferred”. The Director of the Garment company mentioned: “The efficiency of Russian businessmen in working with Western consultants and Partners depend on his/her sense of responsibility, and on being a patriot of Russia”.

The Proposition 3.1a is accepted and 3.1b is rejected.

5.2.1 The effect of Consultants' style on the Knowledge Transfer

The participants of the in-depth interviews and the focus group sessions in majority stressed the importance for the foreign consultants to be acquainted with the Russian culture and its peculiarities and the internal environment of the Russian organisations to be prepared and to be able to a successful transfer of knowledge, For example, as stated by a Head of Department of an educational institution stated: "There is a need for twofold understanding of the differences in culture and an open mind to accept these differences". A Director of a Garment producing company declared that "Differences in the mentality and the bureaucratic system among others, between the Russian reality and the expectations of the probable Western partner, hampered the creation of a joint-venture for production. Difference in organisational culture was enormous, though I don't know whether experts knew the local conditions and mentality, but they were comfortable with local businessmen who were all self-made people".

Relationship between the docent and participant of the Presidential Programme

The collaboration between the participants in the training and advisory programmes with the instructors and supervisors was studied in both surveys.

The fact that the docents and the respondents agreed on what was important had a statistically significant impact on the fact that respondents improved their knowledge about business as a result of their participation in the Presidential Programme ($p = .000$). B-coefficient equal to 0.306 suggested that the relationship was positive, meaning that the increase in the degree of such agreement brought about the increase in the degree of improvement of respondents' business knowledge and vice versa. High F-ratio (18.943) suggested that observed variances were not incidental. The abovementioned fact had a statistically significant effect also on the ability of respondents to develop the necessary skills to implement new business knowledge to their home-organisation in Russia during their internship at the foreign host-company ($p = .003$). Positive relationship with b-coefficient equal to 0.349 suggested that the higher was such an agreement the higher was ability to develop the necessary skills to implement new business knowledge. F-ration was equal to 9.309 indicating that observed variances were very likely to be not incidental. At the same time, the fact that the docents and the respondents agreed on what was important had no statistically significant impact on the change of the way of "doing things" as a result of respondents' participation in the Presidential Programme ($p = .281$).

The conducted regression analysis showed that the fact that docents and respondents were solving problems in a similar way had a statistically significant impact on the fact that the respondents improved their knowledge about business as a result of their participation in the Presidential Programme ($p = .020$). B-coefficient being equal to 0.166 suggested a positive relationship, meaning that increase in the degree of such problem-solving similarities determined the increase in the degree of improvement of respondents' business knowledge and vice versa. Although the F-ration for the model was high (5.570), it, nevertheless, left 2 percent likelihood that the observed variances were incidental.

The fact that docents and respondents were solving problems in a similar way had also a statistically significant effect on the change of the way of "doing things" as a result of respondents' participation in the Presidential Programme ($p = .011$). The relationship was positive ($b = .322$), suggesting that more similarities in problem solving by docents and respondents brought about broader subsequent changes in the way of "doing things" in the respondents' companies. The value of F-ration (6.704), however, did not allow to conclude that there was absolutely no room for possibility that the observed variances were incidental.

In the meantime, the abovementioned fact had no statistically significant effect on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisation in Russia. The regression analysis showed that the fact that lecturing docents were able to deal with others effectively had a statistically significant effect on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company ($p = .001$). Positive relation in this case ($b = .332$) meant that higher degree of efficiency of docents in terms of being able to deal with the others during group lectures predicted higher ability to develop the necessary skills to implement new business knowledge in respondents' organisations in Russia. F-ratio was equal to 11.091, implying very low likelihood of incidental variances within the model.

In the meantime, the abovementioned factor had no statistically significant effect on the change of the way of "doing things" as a result of the respondents' participation in the Presidential Programme ($p = .765$). The fact that the docents and the respondents had simulating prior experience in business processes did not have a statistically significant impact on the fact that respondents improved their knowledge about business as a result of their participation in the Presidential programme ($p = .253$) as well as on the ability of the respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company (p = .445). In the meantime, the analysis revealed that the same fact had a statistically significant effect on the change of the way of “doing things” as a result of the respondents’ participation in the Presidential Programme (p = .024). Positive value of b-coefficient (0.233) implied that the increase in the former brought about increase in the latter and vice versa. Although F-ration for the model was high (5.220), there still was a small likelihood that the observed variances were incidental.

The ability of docents to say the right things at the right time predicted the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisation in Russia during their internship at the foreign host-company in a statistically significant manner (p = .005). F-ratio was high (8.199) suggesting that observed variances were almost definitely not incidental. B-coefficient, which was equal to 0.260, implied that the higher was the ability of docents to say the right things at the right time the higher was the ability of respondents to develop the necessary skills to implement new business knowledge in their organisations in Russia and vice versa. In the meantime, the abovementioned factor did not have a statistically significant effect on the change of the way of “doing things” as a result of the respondents’ participation in the Presidential Programme (p = .741).

The ability of the docents to express their ideas clearly had a statistically significant effect on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company (p = .000). The F-ratio was very high (17.823) to omit the hypothesis of incidental variations within the model. The positive relationship between variables (b = .441) suggested that the higher was the ability of docents to express their ideas clearly the higher was ability of respondents to develop the necessary skills to implement new business knowledge in their organisations in Russia and vice versa.

In the meantime, the abovementioned fact had no statistically significant impact on the change of the way of “doing things” as a result of the respondents’ participation in the Presidential Programme (p = .414). The regression analysis showed that the fact that lecturing docents were able to deal with others effectively had a statistically significant effect on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company (p = .001). Positive relation in this case (b =

.332) meant that higher degree of efficiency of docents in terms of being able to deal with the others during group lectures predicted higher ability to develop the necessary skills to implement new business knowledge in respondents' organisations in Russia. F-ratio was equal to 11.091, implying very low likelihood of incidental variances within the model.

Relationship between the supervisor and participant of the Presidential Programme

The transfer of any knowledge depends on the sufficient level of understanding between the actors, as experienced in the Presidential Programme.

Based on the literature review it was assumed that the satisfaction of respondents depended also on the communications with the instructors and host-organisation's supervisors. A good working relations, understanding and openness of communication between recipients and the supervisors of the host-organisations supposedly leads to the acquirement of new business knowledge and skills, to be implemented in the Russian home-organisation. The analysis of the online survey unveiled the following results.

The regression analysis revealed that the ability of foreign host company supervisors to express their ideas clearly had a statistically significant impact on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company ($p = .001$). Positive relationship with b-coefficient amounting to 0.331 implied that the higher the ability of foreign host company supervisors to express their ideas clearly the higher the ability of respondents to develop the necessary skills to implement new business knowledge in their organisations and vice versa. High value of F-ratio for the model (12.469) allowed to conclude that observed variances were not incidental. In the meantime, the abovementioned factor had no statistically significant impact on the respondents' belief that Presidential Programme was helpful to their companies ($p = .054$).

The fact that foreign host company supervisors had a good command of the English language had no statistically significant impact on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisation in Russia during their internship at the foreign host-company ($p = .770$) as well as on the respondents' belief that Presidential Programme was helpful to their companies ($p = .583$).

The ability of foreign host company supervisors to get right to the point did not had a statistically significant effect on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisation in Russia during their internship at the foreign host-company (p = .054) as well as on the respondents' belief that Presidential Programme was helpful to their companies (p = .097).

The ability of foreign host company supervisors to deal with the others effectively predicted the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisation in Russia during their internship at the foreign host-company (p = .000) in statistically significant manner. Relationship was positive (b = .379), meaning that the higher ability of the foreign host company supervisor to deal with the others effectively predicted higher ability of the respondents to develop the necessary skills to implement new business knowledge in their organisations and vice versa. High value of F-ratio for the model (15.600) allowed to conclude that observed variances were not incidental.

The analysis showed that the ability of foreign host company supervisors to deal with the others effectively also had a statistically significant impact on the respondents' belief that Presidential Programme was helpful to their companies (p = .015). With positive relationship between the variables (b = .237) it suggested that the higher degree of such ability predicted greater belief in the helpfulness of the Presidential Programme. F-ration was quite high (6.036), leaving only a 1.5 percent possibility that the observed variances were incidental.

The ability to assist in solving problems, based on their business competence during the respondents' internship at foreign host-company did not have a statistically significant effect on the fact that respondents improved their knowledge about business as a result of their participation in the Presidential Programme (p = .862).

The ability of foreign company supervisors to say the right things at the right time predicted the ability of the respondents to develop the necessary skills to implement new business knowledge in their home-organisation in Russia during their internship at the foreign host-company in a statistically significant manner (p = .000). F-ratio was very high (26.154) suggesting that the observed variances were not incidental. B-coefficient was equal to 0.449, implying that the higher ability of foreign company supervisors to say the right things at the right time predicted higher ability of respondents to develop the necessary skills and vice versa.

The analysis showed that the abovementioned factor had a statistically significant effect on the respondents' belief that Presidential Programme was helpful to their companies (p = .007). The relationship between the variables was positive (b =

.248) allowing to conclude that higher ability of foreign company supervisors brought about greater degree of belief in the helpfulness of Presidential Programme. Quite high value of the F-ratio (7.504) implied that chances of observed variances being incidental were less than 1 percent.

The ability of foreign host company supervisors to get right to the point did not have a statistically significant effect on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisation in Russia during their internship at the foreign host-company (p = .054) as well as on the respondents' belief that Presidential Programme was helpful to their companies (p = .097).

Additionally, 38.5 percent of the respondents (*n* = 52) strongly agreed and 32.6 percent, (*n* = 44) agreed that the management of their organisation would support them in the continuation of learning. 14.8 percent of respondents (*n* = 20) neither agreed nor disagreed, 10.4 percent (*n* = 14) disagreed and 3.7 percent (*n* = 5) strongly disagree with the statement.

The Proposition 3.2 is accepted.

5.3 The effect of the Organisational Culture on the Organisational Learning and Absorptive Capacity

5.3.1 Organisational learning and absorptive capacity in the context of the Presidential programme

The participants of the Presidential Programme are obliged to transfer the acquired knowledge towards the Russian home-organisation. The results of the required knowledge transfer are reported, with the influential factors, by the respondents and analysed as shown below.

31.9 percent of the respondents (*n* = 43) strongly agreed and 44.4 percent (*n* = 60) agreed that during their internship at the foreign host company, they developed the necessary skills to implement new business knowledge to their employers' organisation in Russia. 17.0 percent of respondents (*n* = 23) neither agreed nor disagreed, 5.2 percent (*n* = 7) disagree and with it and 1.5 percent (*n* = 2) strongly disagree with the statement.

ANOVA showed that the well understood mutual process of knowledge exchange in the process of group works determined the state of having developed the necessary skills to implement new business knowledge in respondents' home-organisations in Russia during their internship at the foreign host company in statistically significant manner (p = .000). The relationship in this case was positive (b =

.490), meaning that better understanding of knowledge exchange during group processes brought about better results in terms of developing necessary skills during the internship at the foreign host company. F-ratio for the model was very high (20.854) and hence observed variances were not incidental.

Well understood mutual process of knowledge exchange during the group process also had a statistically significant impact on the improvement of respondents' knowledge of business as a result of participating in the Presidential Programme ($p = .000$). The impact was positive ($b = .298$), which meant that better understanding of knowledge exchange during the group processes resulted increase in terms of knowledge extension and improvement. F-ratio for the model was very high (18.883) and therefore observed variances were definitely not incidental.

To exploit their ability to access new information about business processes during the respondents' internship at foreign host-company had statistically significant effect on the fact that respondents improved their knowledge about business as a result of their participation in the Presidential Programme ($p = .000$). Relationship was positive ($b = .276$) and F-ratio was very high (21.448), indicating that observed variances were not incidental. Therefore, it can be concluded that the better was ability of respondents to exploit new information about business processes the higher was the degree of improvement of their business knowledge and vice versa. At the same time, the ability to exploit new information about business processes during the respondents' internship at foreign host-company has no statistically significant effect on the change of the way of 'doing things' as a result of the respondents' participation in the Presidential Programme ($p = .094$).

The conducted analysis also revealed that a well understood mutual process of knowledge exchange during the internship in the foreign host company had a statistically significant impact on the improvement of respondents' knowledge of business as a result of participating in the Presidential Programme ($p = .000$). The impact was positive ($b = .247$), meaning that better understanding of knowledge exchanged during an internship at the foreign host company resulted increase in terms of knowledge extension and improvement. F-ratio for the model was quite high (14.988) and therefore observed variances were definitely not incidental.

Nevertheless, well understood mutual process of knowledge exchange during internship in the foreign host company did not determine in a statistically significant manner the ability of respondents to change the way of doing things in their home-organisation as a result of participating in the Presidential Programme ($p = .392$).

Improvement of the respondents' knowledge about business as a result of participating in the Presidential Programme was determined by the ability to design, develop, defend and implement a strategic plan for respondents' home-organisation in Russia, obtained by them during their internship at the host company, their interactions with the supervisor and other members of the staff in statistically significant manner ($p = .021$). The impact was positive ($b = .147$) and with F-ration equal to 5.124 the observed variances were very likely not to be incidental. As for increased knowledge of the foreign company's business processes and internal organisation obtained via interaction with the supervisor, it had no statistically significant effect on the improvement of respondents' knowledge about business as a result of participating in the Presidential Programme ($p = .253$).

The sufficiency of managerial competence to absorb the business knowledge provided by the supervisors and other members of the staff during the respondents' internship at foreign host-company had statistically significant effect on the fact that respondents improved their knowledge about business as a result of their participation in the Presidential Programme ($p = .000$). Relationship between these was positive ($b = .304$), in other words, it implied increase or decrease of degree of respondents' knowledge improvement as a result of respective increase or decrease of aforementioned sufficiency of managerial competence. F-ratio was very high (29.978), suggesting that observed variances were not incidental. In the meantime, the sufficiency of managerial competence to absorb the business knowledge provided by the supervisors and other members of staff during the respondents' internship at a foreign host-company had no statistically significant impact on the change of the way of "doing things" as a result of respondents' participation in the Presidential Programme ($p = .402$).

The condition of having developed the necessary skills to implement new business knowledge to respondents' employers organisations in Russia was determined by the increased understanding of respondents on how to integrate various modules with other modules as a result of their interactions with the docents and fellow participants during the group lectures in a statistically significant manner ($p = .014$). Relationship between these two variables was positive ($b = .308$), meaning that one unit increase of the latter increased the former by nearly 31%. F-ratio of the model was quite high (7.367) and implied high probability of not incidental variations. Other variables, related to respondents' interactions during group lectures, such as "During the group lectures my interactions with the docents and fellow participants increased my ability to ask penetrating questions about all modules" and "During the group lectures my interactions with the docents and fellow participants improved my knowledge on these modules" had no statistically significant impact on the condition of having developed the necessary skills to implement new business knowledge to respondents' employers organisations in Russia ($p = .221$ and $.123$ respectively).

Relations with the supervisors

The reliability analysis of the statements "The foreign host company's supervisor and I agreed on what's important", "The foreign host company's supervisor and I have very similar prior experiences in business processes", "The foreign host company's supervisor is solving problems in a similar way", "The foreign host company's supervisor and I understand each other when we talk", "The foreign host company's supervisor and I don't have difficult time understanding each other" was conducted the check whether the variables can be combined into one variable "attitude towards supervisor", describing several aspects of interaction with foreign host company supervisor. The Chronbach alpa (.742) was high enough to allow such combination. As ANOVA showed the combined variable had a statistically significant effect on the improvement of respondents' knowledge of business as a result of participating in the Presidential Programme ($p = .003$). The impact was positive ($b = .253$), which meant that better mutual understanding and interaction with foreign host company supervisor resulted increase in terms of knowledge improvement. F-ratio for the model was high enough (8.902) and therefore observed variances are not likely to be incidental.

At the same time, the attitude towards the supervisor did not determine the ability of respondents to change the way of doing things in their home-organisation as a result of participating in the Presidential Programme in a statistically significant manner ($p = .619$).

Difficulty in understanding foreign company supervisors' oral communication did not have a statistically significant impact on the ability of the respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company ($p = .566$) as well as on the respondents' belief that Presidential Programme was helpful to their companies ($p = .469$).

The degree of easiness of communication between the foreign host company's supervisor and the respondents had a statistically significant effect on the ability of the respondents to develop the necessary skills to implement new business knowledge in their home-organisation in Russia during their internship at the foreign host-company ($p = .018$). Positive value of b-coefficient implied that easier communication between the two actors predicted higher ability of developing the necessary skills to implement new business knowledge in respondents' home-organisations. F-ratio was equal to 5.723, which was high enough to suggest that the likelihood of incidental variances within the model were very low.

In the meantime, the degree of easiness of communication between the foreign host company's supervisor and the respondents had no statistically significant effect on the respondents' belief that Presidential Programme was helpful to their companies ($p = .262$).

Difficulty in understanding the foreign company supervisors' written communication had a statistically significant effect on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company ($p = .034$). The relationship between the variables was negative (-0.155), indicating that bigger difficulties in understanding the written communication predicted lesser ability of respondents to develop the necessary skills and vice versa. Although the F-ration, was not very high (4.565), it still suggested that the model in general was good and variances were not likely to be incidental.

Relations with the docents

Difficulty in understanding docents' oral communication during group lectures had no statistically significant effect on the ability of the respondents to develop the necessary skills to implement new business knowledge in their home-organisation in Russia during their internship at the foreign host-company ($p = .066$) and on the change of the way of "doing things" as a result of the respondents' participation in the Presidential Programme ($p = .675$).

The statements "During the group lectures the docents and myself had a common language to deal with the content of the modules", "During the group lectures I had a clear vision of what the implementation of the content of the modules is trying to achieve", "During the group lectures, I received sufficient information on the state-of-the-art content of the modules", "During the group lectures, I developed a clear understanding of the goals, tasks and responsibilities in the implementation of the learned content of the modules") were tested by Chronbach's alpha reliability test and found to be reliable enough (ά = 0.772) to be combined into one variable. The combined variable "the role of the group lectures", however, had no statistically significant impact on the ability of respondents to change the way of doing things in their home-organisation as a result of participating in the Presidential Programme ($p = .122$).

Nevertheless, a statistically significant effect of the attitude towards the role of the group lectures was found on the respondents' attitude considering the Presidential Programme helpful to their companies ($p = .037$). Relationship in this case was positive ($b = .303$). F-ratio was equal to 4.442, which is high enough to conclude that observed variances were not coincidental.

The fact that the docents and the respondents did not have difficulties in understanding each other did not have a statistically significant effect on the fact that respondents improved their knowledge about business ($p = .155$) and on the change of the way of "doing things" ($p = .302$) as a result of their participation in the Presidential Programme as well as on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company ($p = .123$).

Difficulty in understanding docents' written communication had no statistically significant effect on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company ($p = .357$) as well as on the change of the way of "doing things" as a result of the respondents' participation in the Presidential Programme ($p = .723$).

The degree of easiness of communication between the docents and the respondents did not have a statistically significant impact on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company ($p = .192$) and on the change of the way of "doing things" as a result of respondents' participation in the Presidential programme ($p = .694$).

The fact that docents and respondents were understanding each other when they were talking had a statistically significant impact on the fact that respondents improved their knowledge about business as a result of their participation in the Presidential Programme ($p = .000$). B-coefficient was equal to .258, indicating that better understanding between the docents and respondents predicted the higher degree of improvement of respondents' business knowledge and vice versa. F-ration for the model was high (12.942), indicating that the model was very good and observed variances were not incidental. In the meantime, the existence of understanding while talking between the docents and the respondents appeared to have no statistically significant impact on the change of the way of “doing things” as a result of respondents’ participation in the Presidential Programme ($p = .464$). A significant effect was found also of the abovementioned fact on the ability of respondents to develop the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host-company ($p = .011$). Relationship between variables was, again, positive ($b = .299$), meaning that better understanding between the docents and respondents predicted higher ability to develop the necessary skills to implement new business knowledge. F-ratio was equal to 6.715, meaning that there was only very small chance that observed variances could be incidental.

In the meantime, the existence of understanding while talking between the docents and the respondents appeared to have no statistically significant impact on the change of the way of “doing things” as a result of respondents’ participation in the Presidential Programme ($p = .464$).

The Proposition 3.3 is partly accepted.

5.4 The effect of Knowledge Transfer on the Sustainable Value Creation in Russian organisations with consideration of the peculiarities of the Organisational Culture

It was assumed that the traditional internal culture of Russian organisations in a number of occasions block and/or hamper the KT process, directed to reach and to obtain the level of SVC.

The successful and complicated process of KT is always a combination of various factors. None of the single factors involved is sufficient predominant by themselves, to accomplish SVC solely. The desired outcome of the knowledge transfer process, the sustainable creation of value, leading to comparative advantages for the recipient organisation, largely depends on the establishment of an atmosphere of value creation. Combined efforts of the knowledge transmitter and the resources (staff, design, products and marketing facilities) of the recipient organisation are conditional to reach the requested outcome of SVC. Only occasionally the KT processes are evolving as linear developments. Values are often developed in separated spheres (e.g. departments, subsidiaries and/or partner-organisations) and differentiated sequences in time and are emerging along separated value creation directions.

The impact of the Russian home-organisations' management and the contribution of business consultancy in a trans-boundary setting on the development of SVC is considered to be intertwined as the pre-requisite for a successful approach to SVC.

Through intensive collaboration, exchange of knowledge and an open-minded approach all groups of actors, involved in the trans-boundary knowledge transfer process, contribute to the common co-creating process of sustainable value in the recipient organisation. To disclose the peculiarities of the Russian organisations with an optional effect on the KT processes, respondents of the two online surveys were questioned on their opinions regarding the influences of the KT on SVC.

Presidential Programme

45.2 percent of the respondents (n = 61) strongly agreed and 39.3 percent (n = 53) agreed with the statement that they considered the Presidential Programme as helpful to their company. 8.1 percent of the respondents (n = 11) neither agreed nor disagreed, 7.4 percent (n = 10) disagreed and none of them strongly disagreed with the statement. Sufficiency of technical competence to absorb provided business knowledge during the group lectures had no statistically significant impact on respondents' consideration of the Presidential Programme as helpful to their companies (p = .836) as well as on the ability of respondents to change the way of doing things in their home-organisation as a result of participating in the Presidential Programme (p = .353).

18.5 percent of the respondents (n = 25) strongly agreed and almost half of them (48.9 percent, n = 66) agreed with the statement that the way of "doing things" was changed by their introduction and convincing power. One fourth of respondents (25.9 percent, n = 35) neither agreed nor disagreed, 6.7 percent (n = 9) disagreed and nobody strongly disagrees with the statement.

The analysis showed that stable organisational environment predicted and affected the applicability of the knowledge, provided during the Presidential Programme in a positive manner (p = .009, b = .231). In other words, the more stable the organisational environment was the more likely it was to be a suitable place for applicability of the aforementioned knowledge. This conclusion was partly supported by the Pearson correlation between the variables (p = .028, b = .190). F-ratio of model amounts to 3.004 which was high enough to deem the observances as not incidental and caused by independent variable. Other types of organisational environment mentioned above appeared to have no statistically significant effect.

The online survey results implied that the condition of being beneficial to one's organisation as a result of participating in the Presidential Programme was not determined either by dominant style of management (p = .611) or by dominant style of communication (p = .075) in respondents' organisations in statistically significant way.

The only condition that appeared to have a statistically significant effect on the condition of being beneficial to one's organisation as a result of participating the Presidential Programme was being totally open for new ideas and innovations from outside sources or constantly implementing new ideas and innovations developed internally (p = .012). Relationship in this case was positive (b = .176), although F-ratio for the model was smaller than the maximum amount meaning that observed variances were likely to be incidental.

Other degrees of readiness to implement and share innovations appeared to have no statistically significant impact on condition of being beneficial to one's organisation as a result of participating in the Presidential Programme. Significance values (p-value) for those variables were as follows: "Partly open to other employees and other departments" = .970, "We share innovations with suppliers and distributors" = .962, "We share innovations with the business sector and through media" = .893, "We prefer the way we use to do the business" = .844, "We don't share innovations with the outside world and them with confidentiality for ourselves" = .518.

Additionally, the condition of being beneficial to one's organisation as a result of participating in the Presidential Programme was not determined in statistically significant way by the trust among the employees of one department (p = .607) and the trust among the employees from different departments in the respondents' organisations (p = .281), by the readiness for sharing knowledge between employees (p = .815), between employees and managers (p = .497), between managers and employees (p = .273) and with outside partners (p = .903). The participants of the in-depth interviews and the focus group session in majority stressed the view that the insights learned from the foreign consultants and through the traineeships in host-companies abroad raised a more educated approach to KT in the Russian organisations, with taking into account the variances of peculiarities connected with the internal environment of the home-organisations.

A head of department of an educational institute noticed: For the Russian participants in the NMCP/PUM programme, the long-term effects varied depending on how much they shared the philosophy of the knowledge transfer and the level of implementation of sustainable value creation. An executive of an institute for entrepreneurship declared that: The respondent is satisfied with the interaction with the Dutch consultants. He says that he is ready to repeat the programme, but needs to settle everything beforehand and to prepare the students. The consultant also should be prepared and have necessary knowledge of Russian organisations and the specifics of the local situation".

A Managing Director, previously from the Restaurant sector stated as follows; The respondent does not see any barriers in knowledge transfer and believes that Russian organisations may benefit from expanding know-how, originally developed in the military-industrial complex, into civil industries and services, which is where foreign managerial experience and expertise can come handy".

The executive of a training institute believes that: Russian experience of creative solutions to unsolvable issues can help businessmen internationally". The Head of Marketing of a shipbuilding company: Russian suffers from a lack of professionals. Respondent would like to see that all employees of his organisation are ordered to take up-training courses and take part in educational projects at least twice a year".

The same Marketing Director stated: I believe that there is zero chance that the managers in his home-organisation would accept the recommendations of any foreign business consultant. He admitted that in his previous workplace, a programme, executed by NMCP/PUM consultants and that some of their recommendations even reached the stage of implementation. In his present organisation, the low level of trust in external resources and unpreparedness to listen to new voices make consulting almost impossible. The management's attitude is, when you call for a consultant, you admit that something is going wrong!"

For example, as stated by a Head of Department of an educational Institute "There is a need for twofold understanding of the differences in culture and an open mind to accept these differences". A Director of a Garment producing company declared that "differences in the mentality and the bureaucratic system among others, between the Russian reality and the expectations of the probable Western partner, hampered the creation of a joint-venture for production".

As declared in the interview with a Vice-President of the Czech-Russian joint-venture in hydraulic equipment: "The foreign consultant that aims to be successful in Russia should be open-minded and ready to understand local peculiarities context". The efficiency of Russian businessmen in working with Western consultants depend on his/her sense of responsibility for well-being of one's company/firm, Long-term effects of interaction with foreign consultants: once a common Russian businessmen, the respondent has now become vice-president of European company in Eastern Europe and considers himself a ‘citizen of the world’. Because consultants came only once and then disappeared and did not keep in touch afterwards”.

The owner/director of a logistics organisation: “The consultant, who did not stay indifferent and modified his recommendations to match the realities of the Russian market. The respondent would like to see the consulting program more goal-driven, i.e. to establish partnerships and sign contracts as soon as possible”.

The Proposition 4 is accepted.

5.4.1 The effect of the assistance of the consultants on the Sustainable Value Creation in financial and organisational terms

The ultimate direction to and the goal of the transfer of knowledge inside and into Russian organisations is the accomplishment of an improvement of the financial and organisational conditions of the organisations. Organisations, which benefitted from the advisory programmes, e.g. the Presidential Programme and the NMCP/PUM Business advisors, are in general, reasonably satisfied with the results, in financial and organisational terms as stated in the PUM monitor (2015), the GIZ report 2012 and the “Presidential Programme” Evaluation 2010). In general, specific financial information is not shared with outsiders, sometimes only in indexes. Organisational changes and improvements are more visible and noticeable and more often subject to explanation and reporting.

Presidential Programme

One out of two survey participants (54.8 percent, n = 74) strongly agreed and 41.5 percent (n = 56) agreed with the statement the Presidential Programme was helpful in obtaining their own, personal goals. 3.7 percent of respondents (n = 5) neither agreed nor disagreed and none of the respondents disagreed with the statement.

Nearly 6 respondents out of 10 (59.3 percent, n = 80) strongly agree 37.8 percent (n = 51) just agreed that they improved their knowledge about business as a result of participating in the Presidential Programme’. 2.2 percent of the respondents (n = 3) neither agreed nor disagreed, 0.7 percent (n = 1) disagreed and none strongly disagreed with the statement.

36.3 percent of the respondents (n = 49) strongly agreed and 27.4 percent (n = 37) agreed that they received some reward (income or position) after their participation in the Presidential Programme. 16.3 percent of the respondents (n = 22) neither agreed nor disagreed, 11.9 percent (*n* = 16) disagreed and 8.1 percent (*n* = 11) strongly disagreed with the statement.

23.0 percent of the respondents (*n* = 31) strongly agreed and 54.8 percent of respondents (*n* = 74) agreed that their home-organisation benefited from the knowledge transferred by them. 16.3 percent of the respondents (*n* = 22) neither agreed nor disagreed, 5.9 percent (*n* = 8) disagreed and none of the strongly disagreed with the statement.

Nearly one fourth of the respondents (23.7 percent, *n* = 32) strongly agreed and 43.7 percent (*n* = 59) agreed that the implemented improvements created sustainable value for their home-organisation in the longer term. 21.5 percent of the respondents (*n* = 23) neither agreed nor disagreed, 11.1 percent (*n* = 15) disagreed and nobody strongly disagreed with the statement.

One respondent out of six (16.3 percent, *n* = 22) strongly agreed and 39.3 percent of respondents (*n* = 53) agreed with the statement that the way of "doing things" was changed in their home-organisation as a result of their participation in the Presidential Programme. 27.4 percent of respondents (*n* = 37) neither agreed nor disagreed, 13.3 percent (*n* = 18) disagreed and 3.7 percent (*n* = 5) strongly disagreed with the statement.

17.8 percent (n = 24) of survey participants strongly agreed and 41.5 percent (n = 56) agreed that there were improvements in the organisation's results in both organisational and financial sphere. Almost three respondents out of ten (28.1 percent, n = 38) neither agreed nor disagreed, one tenth of survey participants (10.4 percent, n = 14) disagreed and 2.2 percent (n = 3) strongly disagreed with it.

27.4 percent of the respondents (*n* = 37) strongly agreed and 46.7 percent (*n* = 63) agreed that the knowledge provided during the Presidential Programme was applicable for their home-organisation. One respondent out of five (20.7 percent, *n* = 28) neither agreed nor disagreed, 4.4 percent (*n* = 6) disagreed and 0.7 percent (*n* = 1) strongly disagreed with the statement.

The ability of respondents to change the way of doing things in their home-organisation after participating in the Presidential Programme was affected by the ability to design, develop, defend and implement a strategic plan for respondents' employer organisations in Russia, obtained by them during their internship at the host company, their interactions with the supervisor and other members of staff in a statistically significant level (p = .000). Impact was positive (b = .470) and with F-ration equal to 9.783 the observed variances were not incidental.

The number of employees in the organisation had no statistically significant determining effect on the degree of respondents' organisations benefit from knowledge transferred to them (p = .363), on the applicability of knowledge provided during the Presidential Programme (p = .397) and on the ability to change the way of "doing things" in their organisations by respondents' introduction or convincing power (p = .650).

In the meantime, the number of employees in the organisation had statistically significant determining effect on the ability to change the way of "doing things" in their home-organisations as a result of respondents' participation in the Presidential Programme (p = .016). Relation between the variables in this case was negative (b = -.101), which together with high F-ratio (5.987) suggested that the smaller was the organisation the higher was the impact of Presidential Programme alumnae on changing the way it worked and vice versa. By every ten people increase in number of employees in the organisation the ability to change the way of doing things in the organisation decreases by approximately one unit.

The ability of respondents to change the way of doing things in their home-organisation after participating in the Presidential Programme was affected in a statistically significant way by the ability to design, develop, defend and implement a strategic plan for respondents' employer organisations in Russia, obtained by them during their internship at the host company (p = .000). Impact was positive (b = .470) and with F-ration equal to 9.783 the observed variances were not incidental.

In the meantime, the ability to assist in solving problems, based on their business competence during the respondents' internship at foreign host-company had a statistically significant effect on the change of the way of "doing things" as a result of the respondents' participation in the Presidential Programme (p = .005). Relationship between the variables was positive (b = .241), indicating that the increase in such an ability predicted increase in the change of way of "doing things" at one's home-organisation. F-ratio for the model was high enough (8.174), meaning that observed variances were not incidental.

The respondents' ability to change their way of "doing things" in their organisations and by their introduction and convincing power was not determined in statistically significant manner by the readiness to share knowledge between employees (p = .910), between employees and managers (p = .199) and between managers and employees (p = .315).

The development of the necessary skills to implement new business knowledge in their home-organisations in Russia during their internship at the foreign host company had statistically significant effect on the ability of respondents to change the way of doing things in their home-organisation as a result of participating in the Presidential Programme ($p = .001$). Observed impact was positive ($b = .321$), meaning that alumnae who have developed necessary business skills during their internship at the foreign host company could make better impact in terms of changing organisations they work for than those, who had been less successful in terms of accomplishing such requirements of Presidential Programme. F-ratio for the model was very high (11.645) and therefore there is very small probability for observed variances to be incidental.

Moreover, well understood mutual process of knowledge exchange during the group process determined the ability of respondents to change the way of doing things in their home-organisation as a result of participating in the Presidential Programme in statistically significant manner ($p = .044$). The impact was positive ($b = .262$), which meant that better understanding of knowledge exchange during group processes brought about better results in terms of changing the way things were done in the home-organisations of respondents. F-ratio for the model slightly exceeded the maximum which could be obtained in case of incidental variances (4.142) and therefore observed variances can be considered as not incidental.

The ability of respondents to change the way of doing things in their organisations in Russia as a result of participation at the Presidential Programme was appeared to be determined by the increased understanding of respondents on how to integrate various modules with other modules ($p = .022$) and their increased ability to ask penetrating questions about all modules as a result of their interactions with the docents and fellow participants during the group lectures ($p = .49$) in statistically significant manner. In both cases, positive relationship between mentioned predictor variables and dependent variable existed ($b = .328$ and 0.247 respectively). F-ratio for the model was also high (5.617) and observed variances were therefore not incidental.

The state of respondents' home-organisations having benefited from the knowledge transferred by them was not determined in a statistically significant manner by the influence of the Russian culture on the organisation's culture ($p = .514$), the influence of the Leaders'/managers' culture on the organisation's culture ($p = .118$), the influence of the male/female staff composition on the organisation's culture ($p = .633$), the influence of foreign (non-Russian) workers on the organisation's culture ($p = .715$), progressive organisational environment ($p = .498$), supportive organisational environment (p = .484), stabile organisational environment (p = .526), disruptive organisational environment (p = .705), laisser-faire organisational environment (p = .427), chaotic organisational environment (p = .970), dominant style of management (p = .829) or communication (p = .270) in organisation, states of being totally open for new ideas and innovation from outside sources and constantly implementing new ideas and innovations, developed internally (p = .086), being partly open in terms of innovations to other employees and other departments (p = .651), sharing innovations with suppliers and distributors (p = .737), sharing innovations with the business sector and through media (p = .775), preferring the way the respondents use to do the business (p = .865), not sharing innovations with the outside world (p =.456), as well as level of rust among employees within one department (p = .630). The results are illustrated in Table 23.

Table 23: *Effects on the respondent's home organisations*

Effect on the respondents' home-organisations	P values
The influence of the Russian culture on the organisation's culture	.514
The influence of the Leaders'/managers' culture	.118
The influence of the male/female staff composition	.633
Influence of foreign (non-Russian) workers	.715
Progressive organisational environment	.498
Supportive organisational environment	.484
Stabile organisational environment	.526
Disruptive organisational environment	.705
Influence of foreign (non-Russian) workers	715
Chaotic organisational environment	.907
Dominant style of management	.829
Dominant style of communication	.270
Being totally open for new ideas and innovation	.086
Being partly open in terms of innovations to other employees and other departments	.651
Sharing innovations with suppliers and distributors	.737
Sharing innovations with the business sector and through media	.775
Preferring the way, the respondents use to do the business	.865
Not sharing innovations with the outside world	.456
The level of trust among employees within one department	.630

Effect of the management and communication style

ANOVA revealed that the applicability of the knowledge provided during the Presidential Programme for the home-organisations of respondents was not determined in statistically significant manner by dominant style of management and communication in the organisation (p = .594 and 0.561 respectively), as well as states of being partly open in terms of innovations to other employees and other departments (p = .519), sharing innovations with suppliers and distributors (p = .780), sharing innovations with the business sector and through media (p = .979), preferring the way the respondents use to do the business (p = .791) and not sharing innovations with the outside world (p = .414). Once again, the state of being totally open for new ideas and innovation from outside sources and constantly implementing new ideas and innovations, developed internally appeared to have a statistically significant influence on the applicability of the knowledge provided during the Presidential Programme for the home-organisations of the respondents (p = .005). Relationship was positive (b = .214), implying that increase in the former brought about increase in the latter. Yet the F-ration for the model was once again low (1.932) meaning that observed variances were likely to be incidental.

The dominant style of management and communication in the organisation had no statistically significant effect on the fact that obtained knowledge was understandable and feasible for the respondents' colleagues at (p = .214 and 0.747 respectively). The same absence of statistically significant effect was found also for the states of being totally open for new ideas and innovation from outside sources and constantly implementing new ideas and innovations, developed internally (p = .301), being partly open in terms of innovations to other employees and other departments (p = .723), sharing innovations with suppliers and distributors (p = .508), sharing innovations with the business sector and through media (p = .801), preferring the way the respondents use to do the business (p = .664) and not sharing innovations with the outside world (p = .096).

The fact that respondents' home-organisation benefited from the knowledge transferred by them was not determined in statistically significant way by dominant style of management and communication in the organisation (p = .715 and 0.326 respectively), as well as states of being partly open in terms of innovations to other employees and other departments (p = .872), sharing innovations with suppliers and distributors (p = .924), sharing innovations with the business sector and through media (p = .783), preferring the way the respondents use to do the business (p = .904), and not sharing innovations with the outside world (p = .533). At the same time, the state of being totally open for new ideas and innovation from outside sources and constantly implementing new ideas and innovations, developed internally was shown to have a statistically significant effect on the fact that respondents' home-organisation benefited from the knowledge transferred by them ($p = .025$). Relationship was positive ($b = .161$), which implies that a larger extent of total openness to all kinds of innovations in organisations provides a greater likelihood of the home-organisation's benefiting from the knowledge transferred during Presidential Programme. However, the F-ration for the model was low (1.218) suggesting that observed variances could not be counted upon as being reliable enough.

The participants of the in-depth interviews and the focus group session stressed the view that the opportunities to be involved in the education and the traineeship abroad turned out to be influential and are of value for the home-organisation and the personal career.

The connection with the foreign consultants and the traineeship in the host-organisation abroad and the effective dissemination of the acquired knowledge through the Presidential Programme was assumed to have an effect on the internal organisation's culture of the Russian home-organisation and the positive impact on the financial results. The insights learned from the foreign consultants in the home-organisation and through the traineeships in the host-companies abroad was beneficial, but, as it was mentioned by the interview participants, the results in financial and organisational terms were not equally spread over the participating Russian organisations.

The Director of the agricultural cooperative stated, that "The NMCP/PUM Programme changed my management style, made it closer to the Dutch (European) style and abandoned the Russian (bayskiy) style, which was my style previously. For example, "bayskiy" style is to circumvent two secretaries before you are able to speak to the Director. I changed to the minimum of decorum, no ostentatious decorations. Everything is put into the business".

The Director of the Czech-Russian joint venture declared that: "The difference between European and Russian management practices was so enormous that would be only able to apply 30-40% of the knowledge transferred". The Director of the Garment company stated: "The efficiency of Russian businessmen in working with Western consultants and Partners depend on his/her sense of responsibility, and on being a patriot of Russia". The Director continued with: "The difference between European and Russian management practices was so enormous that they would not be able to apply and absorb some 50-60 per cent of what they had been taught by the consultants. They in fact could use and apply some 30-40 percent of knowledge transferred to them, as the difference was huge and it still remains. The experts treated with respect and warmth, conveyed their knowledge. At that time management in Russia was thought to be something that depended solely on the company boss and no one knew about standards, procedures, processes that would allow to make the process more automatic and not so much dependent on the head of the company".

Deputy Director of dairy production organisation stated: "Most important long term effect was the company's client base. 50% of his recommendations were implemented in production, so he started considering innovation in deep milk procession and needed foreign experience. She believes that Russian experience of creative solutions to unsolvable issues can help businessmen internationally.

GIZ Managing Director of agricultural forestry and construction products company declared: "After I absolved the Managers Training, I send four employees to the Presidential Programme, one of them went to Germany, recently. This had not only expanded their horizons; it was also an opportunity to learn about the advantages of German corporate culture and how to work like a European. Training in Germany accounts for 80 percent of the entire success of the newly developed business areas".

Owner/director of logistics organisation stated: "A number of innovations, such as tachography, turnpikes, emission standards, have all been borrowed from the West. company gained new experience in how to procure replacements and spare parts found it hard to control everything and needed recommendations on streamlining managerial activities and sharing responsibilities. This is what the company got from the consultant. The recommendations helped increase profits and get a clearer vision of the company's goals and future strategies. their partners from abroad must have a material interest of their own, as well. The respondent praises the supplier-client relations in the West and says that Russian economy will ultimately follow suit".

The third-party research showed the following picture. The success of the mission was considered as achieved by 64% of the experts, partly achieved by 32% and by 4% not achieved at all. (PUM-2015) The goal to achieve new knowledge and experience by participants was considered as 100% in the Netherlands and 92,6% in Germany. Meeting other cultures was achieved for 100% in the Netherlands and 75,6% in Germany. New views on home organisation's problems and-solving was delivered according to the 62,5% of experts from the Netherlands and 74,9% of experts from Germany. New business contacts were established in 81,3% in the Netherlands and

60,6% in Germany. Plan for reorganisation of the home-organisation was developed in 37,5% of cases in the Netherlands and 42,8% in Germany. Project development/implementation plans occurred in 56,3% of cases in the Netherlands and 20% of cases in Germany. New contracts were signed in 12,5% in case in the Netherlands and in 9,1% in case of Germany ("Presidential Programme" 2010). In case of GIZ the figures are not known.

Established business links counted for 6% as indicated by the experts involved in the PUM-2015. Established international business contacts, are divided over: import/export 43,8% and 27,4%; joint projects: 56,3% and 15,3%; distribution agreement 6,3% and 8,1%; joint venture 6,3% and 3%; licensed production by 0,0% and 3,7%; joint manufacture 6,3% and 3,7% in the Netherlands and Germany, respectively ("Presidential Programme" 2010). In case of GIZ the figures are unknown.

Perceived achievements in different directions can be counted as follows: reducing raw material costs took place in 58% of cases, product development in 54%, product modification and innovation in 49%, reduction of production costs in 46% (PUM-2015). In case of GIZ and "Presidential Programme" the figures are unknown.

The third-party analysis outcome is presenting a shattered view on the results of RQ-4.1. Due to the fact that the third-party data are not in line with each other as explained already. Lacking and/or not consistent information, presents an ample base for conclusions. In general is to mention that the advisory services delivered by the "transmitters" have at the best, a moderate effect and limited impact on the financial and organisational results and wellbeing of the "recipient" organisations. A remarkable fact, stemming from the analysis, is that the average manager, participant in the training programme, in general, benefitted personally and gained additional knowledge and skills, beneficial for the home organisation and additionally, for the individual career, In the longer term, spreading his advanced knowledge and skills among colleagues and adjacent organisations.

The Proposition 4.1 is accepted.

5.4.2 The effect of the "Comparative Advantages" established through Sustainable Value Creation on the organisation's position in the longer term

The influence of the connections or cooperation with global (Western and Asian) business partners on the organisation's culture did not have a statistically significant effect on the fact that respondents' home-organisation benefited from the knowledge transferred by the employees participated in the Presidential Programme ($p = .572$), on the applicability of the obtained knowledge for respondents' home-organisation ($p = .298$), on its understandable content and feasibility for the colleagues at home ($p = .339$) and on the ability of respondents to change the way of "doing things" as a result of their participation in the Presidential Programme ($p = .261$).

The influence of the connections or cooperation with global (Western and Asian) business partners on the organisation's culture did not affect in statistically significant way also the improvements in the results of respondents' organisations both in organisational and financial senses ($p = .543$) as well as the fact that the implemented improvements created sustainable value for the home-organisations of respondents in the longer term ($p = 1.000$).

Analyses did not show significant results in the obtainable results for the Russian home organisations in the longer term. However, in the majority of the studied organisations, a number of improvements are noticeable and visible, compared with the situation before the implementation of the advisory services with an impact on the organisations, followed by the traineeship of the Russian managers in foreign organisations. Possibly, due to the fact that transparency is not a featured issue in Russian culture, the positive outcomes of the advisory and training programmes are underestimated, undervalued and not openly recognised by the participants of online surveys and are only articulated in face-to-face connections in the focus group session and the interviews. The participants in the in-depth interviews and the focus group session stressed the view that the insights learned from the foreign consultants in the home-organisation and through the traineeships in host-companies abroad was beneficial.

As declared by the co-owner and commercial manager of printing company (GIZ): "I decided to participate in the GIZ-BMWi Manager Training Programme. This step was logical for me-not only because of the opportunity to personally establish contact with suppliers but because the specialist seminars and visits to German printing companies were invaluable sources of inspiration".

The owner/Director of the logistics organisation stated: "The recommendations helped to increase profits and to get a clearer vision on the organisation's future goals and strategies".

The executives of the drugstore chain declared: "Some of the advice offered was new to all of them, but later they came to understand that improvements of that kind have to be adapted and implemented".

According to a GIZ Managing Director of a high-tech company: “The management training in Germany taught me to formulate my company’s aims more precisely, and now I find it easier to make the right strategic decisions”.

The Proposition 4.2 is rejected.

Based in the conducted analysis it can be conclude that, in general, involvement of foreign consultants in Russian organisation and participation in the Presidential Program are, in general, beneficial for the organisations from the perspective of SVC and establishment of “Comparative Advantages”, although several factors affect the KT process. Environment of the organisation, specifically “progressive”, “supportive” and “stable” have a strong influence on the acceptance and readiness to implement new ideas and innovations. Progressive and chaotic environments have a respectively positive and negative effect on the openness in terms of new ideas to other employees and other departments.

In majority of cases the Presidential Programme’s alumni perceive the KT from the host company to them as successful. Relationship between the alumni and docents and supervisors of the host company is an important determinant of that success. Specifically, the ability of docents and supervisors to express their ideas clearly, to say the right things at the right time, consensus on what was important has a statistically significant on that perception. Ability to transfer the gained knowledge to the employee and managers of the home-organisation.

“In management, the first concern of the organisation is the happiness of people who are connected with it. If the people do not feel happy and cannot be made happy, that organisation does not deserve to exist”.

Adapted from Kaoru Ishikawa (1915-1989)

Chapter 6: Final concluding remarks, recommendations and the presentation of “The Authoritative Toolkit of Knowledge Transfer Application”

The Chapter Six of the present study includes the concluding remarks, the recommendations for advanced practices in International and trans-boundary Management and Business Consulting, and the presentation and notes for implementation of the designed “Consultant’s Authoritative Toolkit for Knowledge Transfer Application” (TKTA).

The key themes, as researched and reported in the third-party content analyses by PUM (PRIME), GIZ and the PP Federal Resource Centre show a concentration on the following themes: (i) Support to SME’s, (ii) Business Development Support, (iii) Management Training (iv) Exchange by Traineeships and (v) the establishment of business connections.

To improve the richness and clarity of the outcomes of the research questions 4.1 and 4.2 the results of earlier investigations on the results of delivered management- and business assistance to (mainly) SME organisations in Russia, are added.

The following reports are included:

- Contribution to development trough CBI and PUM (PRIME 2016);
- Analyses of monitoring data on business monitoring support to SME enterprises (Prime 2015);
- GIZ-Fit for Partnership with Germany (GIZ-2012);
- Presidential Programme Evaluation (Russian Government 2010).

The included third party reports are not completely in line with the questionnaires, implemented in the field research for the underlying thesis, but present additional results, to improve, complement and enrich the insights already gained by the field research in Russia.

6.1 Research results: preliminary conclusions

To provide an answer to the operational problem of the study, which is: *“How can management consultants overcome the gaps, barriers and stumble blocks in the daily operations of the transfer of managerial knowledge and skills in intercultural contexts,* *in order to provide ensured sustainable value creation for our clients?",* four research questions with sub-questions were formulated in Chapter Three. Information was collected through online surveys, focus group discussions and in-depth interviews from two, partly different groups of beneficiaries of trans-boundary knowledge transfer, using the "Action Research" approach.

By linking the key themes of the third-party reports to the results of the conducted field research in Russia, supportive ideas were found for the key theme

(i) Support to SME's. Similar to the research respondents the participants of the PUM and GIZ Programmes, articulated, in an overwhelming majority, the beneficial effects of the mentioned programmes, delivered by the consultants and advisors, specialised in and dedicated to the peculiarities of SME organisations.

(ii) As evidenced by the field research, and measured by the level of improvement in the practitioners' business operations and effective management styles in production and the delivery of services, a contribution to business development is established.

(iii) Management training. The majority of the involved respondents, participants and interviewees put a high level of satisfaction on the acquired training of management skills. The Presidential Programme, PUM-NMCP and the GIZ programmes support the participating managers with operational training in theory and the skills, necessary for organisation's management on the European level.

(iv) Nearly all participants in the field research, involved in the organised foreign traineeship programmes, declared their satisfaction with the learning and operational opportunities, gained through their stay as a trainee in a foreign organisation. A number of them expressed their gratitude to the host-organisations and presented examples of newly acquired knowledge and practices, ready to be implemented in their home organisations. Participants gained personally from their inclusion in the Trainees program.

(v) The number of established business contacts after returning to the home-organisation was rather limited. In approximately 50% of those completed traineeships established a form of a type of business contact (import/export, joint project and/or distribution agreement). No substantial interest was found for the collaboration in joint ventures, production on a license-agreement and joint manufacture operations.

To conclude, overall a certain level of satisfaction with the participants, the home and host organisations. However, the short-term results seem to be rather limited in direct revenue. In the longer term, if a part of the participants reach the more senior level inside their home organisation or are able to establish their own venture, better results can be expected.

6.2 Main findings

This study is probably the first or one of the first to explicitly examine the conditions under which the transfer of knowledge in trans-boundary conditions, with a focus on Russian organisations. It was executed and directed to unveil the barriers and stumbling blocks, in conjunction with the effects of national culture, the peculiarities of Russian organisations, the knowledge transfer process itself and the input of employees and managers, all together aimed at leading to sustainable value creation and "comparative advantages" for the Russian home organisations. The propositions, as presented in Chapter Three, were tested in two slightly different samples of managers and organisations in Russia, with in total 179 participants, out of which 135 alumni of Presidential Programme and 44 managers or organisations, which received support from foreign consultants. Participants were from all over Russia and stemming from a wider selection of business segments. The outcomes indicate that a number of factors positively or negatively affect the knowledge transfer within the organisations and from external sources, but not always as proclaimed in propositions. For example, the authoritarian and directive styles of management was found to affect the KT negatively while consultative, participative and by delegation styles where found to have a positive effect on KT. All types of the conditions were embedded in propositions, to explain the positive or negative effects on knowledge transfer and ultimately, on the sustainable value creation in the Russian organisation. As foreseen, openness and trust among employees and managers has a positive effect on the knowledge transfer within the organisation.

The upcoming sections evaluate in detail the outcomes of the individual propositions.

Peculiarities of Russian organisations

Russian organisations, as a number of other organisations globally, are influenced by the overarching NC, which leads to certain peculiarities of these organisations (Holden, 1991, 2001; May et al, 2005; Puffer & McCarthy, 2011). A rather authoritarian style of top-down management, a more collective oriented internal environment, an absent or restricted flow of information, a lack of trust among employees and employees and management, hostility towards sharing knowledge, hiding of mistakes and failures and the lack of initiative and the dependence on receiving direct orders, were expected to be manifested in Russian organisations based on the peculiarities of the Russian NC described in the literature. Our research unveils a somewhat different picture. In general, the employees and managers, participating in the underlying research, took a more "enlightened" position, possibly, as assumed by the author, because of their younger age in average, a more internationally oriented scope and the involvement in the foreign training, traineeship in a host-organisation and/or the experiences in working with foreign consultants.

Environment in Russian organisations

Authors (e.g. Schein 1985, 1992; Quinn, 1988) argue that the NC is important in the home-organisation because it creates common beliefs, attitudes and ideas in and among groups. Research by Kattman (2014) argues that the NC is often dominant over OC. According to Groeschl and Doherty (2000), culture is defined from a wide variety of angles. Above all, as mentioned by Foster (1991), the NC requires the demarcation of boundaries, by the common feelings of being together and sharing norms and values. As argued by Kets de Vries (2001, p. 603) "The oscillation between order and chaos in Russian organisation is quite noticeable". Closer analysis showed that the eruptions were often the result of a systemic pattern of injustice within the organisation that had finally come to a head. The cohesion in the internal environment between and within Russian organisations, also described as "familyism" among others, is determined by the mutual level of trust and openness and is essential in the collaboration with internal and external partners (Fukyama 1995b; Lessem & Neubauer, 1994).

In this research, the level of trust among employees within one department was considered to be very high or high by the majority and moderate by the minority. Only a few employees described it as low or very low. The level of trust among employees and managers was rated to be very high or high by one third of employees. Another one-third thought that the level of trust between employees and managers was moderate.

By the majority of employees and managers the environment of the home-organisation was judged as somewhat progressive, stable and supportive. Only minority perceived it as disruptive, chaotic and "laisser-faire".

The majority of employees and managers were convinced that the NC has a severe influence on the culture of the home-organisation. The main transmitters of the NC in the organisation were considered managers and leaders, whose culture was dominant in OC. In contrast, the NC of foreign employees and partners was seen as less affective. This can be resulted either by the few number of the foreign employees or by the strong presence of the Russian culture. Issues in the organisation such as work conflict and separation occur rarely in the organisations while lack of teamwork is noticed more often. This somehow contradicts to the idea that Russian NC is collectivistic (Hofstede, 2012). The corruption and nepotism are absent in the organisations. However, the tendency to give "desirable" answers should be taken into consideration when analysing the unveiled state of art in Russian organisations. Another explanation that the findings of the current research differ from what was excepted based on the literature review can be the younger age of the participating managers, mainly positioned on middle management level and their more open attitude to the mentioned issues.

Level of trust and openness

In the literature the issue of low versus high trust between individuals and organisations is brought forward by Fukyama (1995 a), Chen et al. (1995), Cragg (1995) and Seagrave (1995). Literature research explained the matter of thrust as evolving from the internal versus external dimension, as argued by Trompenaars and Hampden-Turner (2005). Societies with an internal or inner-directed orientation to nature and the direct environment, as Russia, would have the same internally oriented culture in the organisations with consequently lesser trust to the outside world. The situation was rather different in the studied employees and managers opinion about the openness to other employees and departments. More precisely, the level of trust among employees within one department was considered to be very high by the huge majority of the employees and managers. The influence of Russian NC on OC was also considered to be an influential factor with respect to sharing innovations with the business sector and through the media, meaning that greater impact of Russian culture on organisational culture brings about decrease in the level of readiness to share innovations with the business sector and through the media. This finding goes in line with Mojic's (2003) research, conducted in Serbia, aimed at determining the scores of cultural dimensions of Serbian managers.

The influence of both Russian culture and leaders' or managers' culture on the organisation's culture determined in significant ways the employees' and managers' attitude concerning change and towards organisational learning (Alas & Vadi, 2006). This, however, does not go in line with the findings of this research, according to which, the influence of both the Russian culture and leaders' or managers' culture on the OC did not determine in a significant levels the managers' attitude towards the transferred knowledge and learning ability during the internship within the framework of the Presidential Programme.

The analysis of the online surveys' results suggested that different factors that had potential to affect the culture in the manager's organisation (i.e. influence of Russian culture, male/female composition, etc.) did not seem to determine the dominant style of management and communication in the organisations. The overall readiness to accept and implement innovations in organisation was not determined by aforementioned factors as well. The participants of the in-depth interviews and the focus group session stressed that in general, management styles in organisations, existing attitudes, norms and behaviours are severely influenced by the Russian NC and contain totalitarian elements as prevalent in the overall Russian society, direction and development strategy and the style of communication.

Based on the approach proposed by Triandis (1995) it was assumed that the Russian OC was rather closed. In contrast, analysis revealed that it is gradually open to other employees and from own and other departments. The conducted research presented deviation of the findings from literature, obviously caused by the fact that the surveyed population in average is younger of age and more internationally oriented and experienced than the overall population of employees and managers in Russian organisations

The effects of NC on management and communications styles in Russian organisations

Management and communication styles

As argued by Woywode (2002) and Smith (2011), organisations are struggling to survive and increase their competitive edge. Style of management and style of (internal) communication are relevant issues in the improvement of organisational performance. The majority of employees and managers perceive the management style in their home-organisation as consultative, participative and "by delegation". The style of the internal communication in the majority of cases is selective (with a selective number of employees only) or representative (only through the heads of departments / managers). In the meantime, the communication in the home-organisation is fully transparent only in the minority of cases. Organisations are mostly open for implementation of new ideas and innovations generated from external and internal sources.

The effects of OC and the organisational environment on the KT process

As an issue with a high impact on the trans-boundary KT (Michailova & Husted, 2003) the readiness to share knowledge within and between various groups in the organisation was studied. The results of the analysis suggested that in managers' organisations the readiness for sharing knowledge between employees was generally considered as high. Readiness for sharing knowledge between employees and managers was perceived very high or high. Similar to the literature (e.g. Holden, 2001) the perception of the opposite direction of knowledge sharing, i.e. between managers and employees was slightly more polarised.

The external knowledge sharing, i.e. sharing with outside world was perceived as less common in the outcome of the research. More precisely, it was rejected by the majority of managers and respondents.

The effect on the KT of management and communication styles in Russian organisations

In contrast to the literature (Michailova & Sidorova, 2011b), the findings of the research showed that that majority of the managers agreed or strongly agreed with the idea that their organisations are open to share new ideas and innovations from external sources and internally developed but they are not ready to share new ideas and innovations with suppliers and distributors, the business sector and through media. Externally acquired knowledge, e.g. from the "Presidential Programme" is disseminated among colleagues and management, with a variance in acceptance and implementation. The conducted research shows that dominant style of management and communication hampers the reception of knowledge while openness and acceptation of new ideas and innovations are positive to the fruitful embedding in the organisation's repository of knowledge and the subsequent impact on the development of SVC.

Analysis of the research reported the ability of managers to spread the acquired knowledge among their colleagues in statistically significant way. Level of trust either among employees in the managers' own department or among employees from other departments did not have a significant effect on the ability of the managers to spread the acquired knowledge among their colleagues, on the opportunities of managers to inform the management of their organisation about their experiences in the Presidential

Programme, as supported by the findings in literature on cultural values and workplace communication styles in Russian organisations by Bergelson, (2003).

The effect on KT from the Consultant's styles

The impact of the Russian home-organisations' management and the contribution of business consultancy in a trans-boundary setting on the development of SVC is considered to be intertwined as the pre-requisite for a successful approach to SVC (Andreeva & Ilhilchik, 2011). Through intensive collaboration, exchange of knowledge and an open-minded approach all groups of actors, involved in the trans-boundary KT process, contribute to the common co-creating process of sustainable value in the recipient organisation. In line with this in the conducted research it was found that ninety percent of the managers strongly agreed or agreed that they had opportunities to inform the management of their organisation about their experiences in the Presidential Programme. They are in line also with the Report of the Russian Federal Government (2004) in relation to the results of the Presidential Programme.

The majority of the managers involved in the transfer of knowledge from the Presidential Programme were able to spread the acquired knowledge among their colleagues (managers and employees) channelling the obtained new ideas and innovations towards the Russian home organisations, in line with the findings of Monk (2006), who researched the results of the British contribution to the training of Russian managers in the framework of the "Presidential Programme".

Analysis of the research results showed that the specifics of organisational environment did not determine the change in the way of "doing things" by managers' introduction and convincing power, significantly. This outcome is not supporting the findings of Alas and Vady (2006) who found that managers had a dominant approach to and are a driving force to the organisation of change in the home organisation.

The effectiveness of the Presidential Programme

Approximately eighty percent of the managers agreed that they considered the Presidential Programme as helpful to their company. The majority strongly agreed or agreed that the way of "doing things" was changed in their home-organisations by their introduction and convincing power.

The analysis of the research results showed that stable organisational environment predicted and affected the applicability of the knowledge, provided during the Presidential Programme in a positive manner. In other words, the more stable the organisational environment is the more likely it is to be a suitable place for applicability of the aforementioned knowledge. The benefiting results from participating in the Presidential Programme were not determined either by dominant style of management or by dominant style of communication in Russian organisations in a significant way.

The only condition that appeared to have a significant effect on the condition of being beneficial to one's organisation as a result of participating in the Presidential Programme was being totally open for new ideas and innovations from outside sources or constantly implementing new ideas and innovations developed internally. Relationship was positive.

Additionally, the condition of being beneficial to one's organisation as a result of participating in the Presidential Programme was not determined in significant way by the trust among the employees and managers of one department and the trust among the employees from different departments in the home-organisations, by the readiness for sharing knowledge between employees, between employees and managers, between managers and employees and with outside partners. During the in-depth interviews and the focus group session the majority of the managers stressed that the insights learnt from the foreign consultants and through the traineeships in host-companies abroad raised.

In general, as the analysis of the research outcomes showed, the employees and managers' attitude to the group lectures they participated within the framework of the Presidential Programme was positive.

The findings of the current research do not support Gerhart's (2009) position, who elaborated on the constraints of national culture on organisational culture, since the influence of Russian culture on OC, did not show a significant impact on the managers' attitude during the lectures within the framework of the Presidential Programme. The survey results suggested that sufficient level of technical competence to absorb provided business knowledge was an important factor for improving the respondents' knowledge during the Presidential Programme.

The participants of the in-depth interviews and the focus group session stressed the view that the insights learnt from the KT processes, whether by the visiting advisor at the home-organisation or by the involvement in the education and the traineeship in a host-company in a foreign country, were affected by their own attitudes, norms and behaviours, stemming from the environment and the OC in the Russian home-organisation.

In general, the employees and managers participated in the Presidential Programme experienced smaller to diminishing gaps between their own positions and the positions of the docent / supervisor in the approach to and implementation of the KT processes. This supports to the literature of Gilbert and Gorlenko, (1999), according to which international management development is supported by process oriented approaches and traineeships.

The effect of KT on the sustainable value creation in Russian organisations with considerations of the peculiarities of the organisational culture

The ultimate direction to and the goal of the transfer of knowledge inside and into Russian organisations is the accomplishment of an improvement of the financial and organisational conditions of the organisations. Organisations, which benefitted from the advisory programmes, e.g. the Presidential Programme and the NMCP/PUM Senior experts, are in general, reasonably satisfied with the results, in financial and organisational terms, as stated in the PUM monitor (2015), the GIZ report 2012 and the "Presidential Programme" Evaluation 2010). In general, specific financial information is not shared with outsiders, sometimes only in indexes. Organisational changes and improvements are more visible and noticeable and more often subject to explanation and reporting.

The conducted research showed that the ability of employees and managers in a significant manner, to change the internal environment of the home organisation by dominant style of management and communication in the organisation. As well as to change to a state of being totally open for new ideas and innovation from outside sources and constantly implementing new ideas and innovations developed internally, being partly open in terms of innovations to other employees and other departments, sharing innovations with suppliers and distributors, sharing innovations with the business sector and through media, preferring the way the managers use to do the business. This goes in line with the findings of Bhagat et al. (2002) regarding the positive results for transfer of organisational knowledge.

The effect of the assistance by consultants on the SVC in Russian organisations in financial and organisational terms

The contribution by (foreign and domestic) consultants in the realisation of organisational platforms, as the launching areas for the development of sustainable value creation in Russian home organisations is remarkable. In organisational terms, a tremendous effort is concentrated on a change of the organisational culture and the internal environment of Russian organisations, a change directed to openness and more transparency, supposedly leading to a KM consciousness, followed by bringing the conditions and instruments for an effective KT in place. Therefore, the education, skills and competences of the individuals, the "knowledge workers" will need to be developed, to be able to contribute to the valuable solutions, beneficial to the home organisation.

Established business links and plans for cooperation of any sort are some of the results of transboundary connections with organisational and financial outcomes, beneficial to all organisations involved.

The effective assistance of consultants can be crucial in bringing the organisations in Russia to a next level of professionalism. However, SME's are in the category of the most "in need". However, they are neglected by the governmental institutions and the banking sector in Russia. A "level playing field" a reduction of bureaucratic "red tape", with some facilities in support and fiscal regime for SME's can be a stepping stone for a healthyer economic position of SME's.

The long-term effect of the "Comparative Advantages" established through SVC on the organisation's position in the longer term

The third-party research results' analysis presents a shattered view on the results on the Russian home organisations, in the longer term. The fact that the third-party data were not fully comparable with each other due to the lack of and/or not consistent information as explained already, there is not an ample base for the comprehensive conclusions. In general, it can be stated, that the advisory services delivered by the "transmitters" have at the best, a moderate effect and limited impact on the financial and organisational results and wellbeing of the "recipient" organisations, in the shorter term. A remarkable fact, stemming from the analysis, is that the average manager, participant in the training programme, benefitted personally and gained extended knowledge and skills, beneficial for the home-organisation and additionally, for the individual career.

In the longer term, the effect is from the perspective of disseminating the advanced knowledge and skills among colleagues and adjacent organisations. As argued by Grönroos and Voima (2012, p. 146) "Defining value creation as the organisation's creation of value-in-use and determining that co-creation of value only may take place in a joint value sphere suggest that consultants must address their processes and activities in a structured manner". Field research conducted in the framework of this study showed that the effective application of knowledge management processes affects an organisation's options for the SVC process positively. Necessary changes in the organisation towards a more knowledge driven stance facilitate the ability of the organisation to moderate the design and implementation of the state-of-the-art technologies in processes, products and services, to gain and establish "Comparative Advantages" for the longer term and be able to compete successfully in the dedicated market sectors.

6.4 Research Conclusions

This research established an empirical route with links between NCs, the peculiarities and the many forms of factors that affect KT, with the ultimate goal to impact on SVC, as foundation to the organisations' "comparative advantages" in the marketplace. KM and KT are often considered as a diffuse and difficult to manage processes. The dissertation reveals, at least a part of the conundrum of new knowledge creation with facilitating the flow of external knowledge and the transfer of the one already existing in the organisation available to encourage innovations, leading to new applications.

6.5 Consultant's "Authorative" Toolkit for knowledge Transfer Application (TKTA)

The subject of this section is the introduction and discussion of a "Toolkit" which will support to understand the processes connected with the "transfer" (preferable "transition" or "translation") of external and internal data, managerial knowledge and skills and to assemble information leading to the creation of sustainable value for the recipient organisation.

The proposed TKTA is partially influenced by the concepts of KM, OL and KT extensively discussed in Chapter Two. Important insights for development of a TKTA have been derived both from the literature (e.g. Tiwana, 2000, 2002, Fink & Ploder, 2009; Jashapara, 2011) and from the outcomes of the field research conducted in Russia the detailed analysis of which is presented in Chapters Four and Five of this thesis.

In the upcoming section an in-depth explanation of the "Toolkit's" architecture, its consecutive Phases and Steps are presented.

6.5.1 Introduction

The purpose of the presented TKTA is to improve the effectiveness of consultants and business trainers in transferring managerial knowledge in trans-boundary and intercultural settings. The focus is set on the conditions for and the peculiarities of *inter-organisational KT.* Both the characteristics of the transmitter organisation, the recipient organisation and the internal and external influences on the undertaken KT process are taken into consideration. Its central direction is towards the development of the capability of learning, leading to the development and implementation of SVC internally as well as to gain comparative and/or competitive advantages in the market place. As initially identified by Grant (1996) and supported and stressed by Argote, McEvily, and Reagans (2003, p. 572) “properties of knowledge, properties of units and the relationships between units are central elements for mapping the knowledge management environment”. For the development of the “Toolkit” the models developed by Grant (1996) and Argote et al. (2003) are utilised to construct a starting platform for inter-organisational knowledge transfer. The model of “Inter-organisational Knowledge, Inter-organisational Transfer model of Easterby-Smith, et al. (2008) with adaptations, is implemented (please check “Figure 4”, p. 69 for more details). The framework is based on the implementation of a bi-directional transfer of knowledge and consists out of four groups of factors, (i) the capabilities and resources of both the transmitter and (ii) recipient organisations (iii) the type (nature) of the knowledge to be exchanged and (iv) the present and available dynamics inter and intra for the organisations concerned.

By its origin, transboundary transfer of knowledge includes the minimum of two organisations with a mandatory understanding of the interactive and proactive dynamics, in the relationship between the transmitter and the recipient organisation.

Several factors e.g. the level of trust and risk, the relative power balance between partners, the existing mechanisms and available structures in both organisations and social connections need to be understood and proactively exchanged between involved associates.

A basic condition is the need of a motivation to absorb the knowledge offered with the recipient organisation, while the transmitter (donor) organisation is able to offer knowledge, valuable to the recipient organisation. The recipient’s intention to absorb and to internalise is the key factor in the (transboundary) transfer of knowledge (Ko et al., 2005). In contrast, the determination of the transmitter (donor) to share knowledge, is an equally decisive factor. There is a two-way effect: unmotivated teaching may reduce the acceptance for learning and vice versa. A level of Absorptive Capacity (ACAP) is needed by the transmitter organisation to adjust the significance of the knowledge to the recipient organisation.

The level of recipient's ACAP is strongly connected with the capability to transfer internally in the organisation. For example, a recipient organisation with a sufficient level for the absorption of externally acquired knowledge should be able and well equipped to disseminate the knowledge gained within the home-organisation.

As mentioned already, often there is a position of power inequality with a more superior stance for the transmitter organisation. The situation of dependency, between transmitter and recipient organisation, is shifting during the knowledge acquisition process and can be an important factor in the adjustment of the balance of power, towards the recipient organisation. The basic condition and rationale for collaboration will weaken if, in the recipient's opinion, no further improvement, coming from the knowledge transfer process can be expected. Unless the transmitter organisation is able to deliver other valuable knowledge to the recipient organisation, the collaboration is on the brink of elimination.

6.5.2 The Essential Architecture of the developed "Toolkit" in 4 Phases and 10 Steps

As the proposed contribution based on the research executed, a "Toolkit" is developed and designed designed as the essential addition to the professional practice of management consultancy. In the section to follow, the structure and the subsequent steps towards the implementation of the "Toolkit" are explained and elaborated on.

This section describes the 4 Phases and the 10 steps of the architecture/structure of the "Toolkit" to support the transmitter (consultant, business coach) in implementation of the KT suitable for each recipient organisation, preferably in a bi-directional approach. It should always be taken into consideration that organisations are not identical. Each of the recipient organisations will have its specific features, which should be addressed in specific mode, in their unique situation and environment, internally and externally. The advised and authoritative "Toolkit" does not present a ready-to-implement methodology but a guideline and compass to assist in the development of a sustainable system of KT processes, tailored to the needs and possibilities of the recipient organisation.

The four phases structure of the "Toolkit" includes the KM infrastructural evaluation, the KT system analysis, design development, the deployment of KT process infrastructure and the KT implementation, organising feedback and evaluation.

Understanding of the four phases prior to application, is compulsory for maximising performance and for achieving an optimal outcome for the recipient organisation. A bi-directional link should be developed between the processes of KT and the recipient's organisation's strategic plan. The conditional understanding of the mentioned four phases will also allow optimising the impact on the organisation's "bottom line".

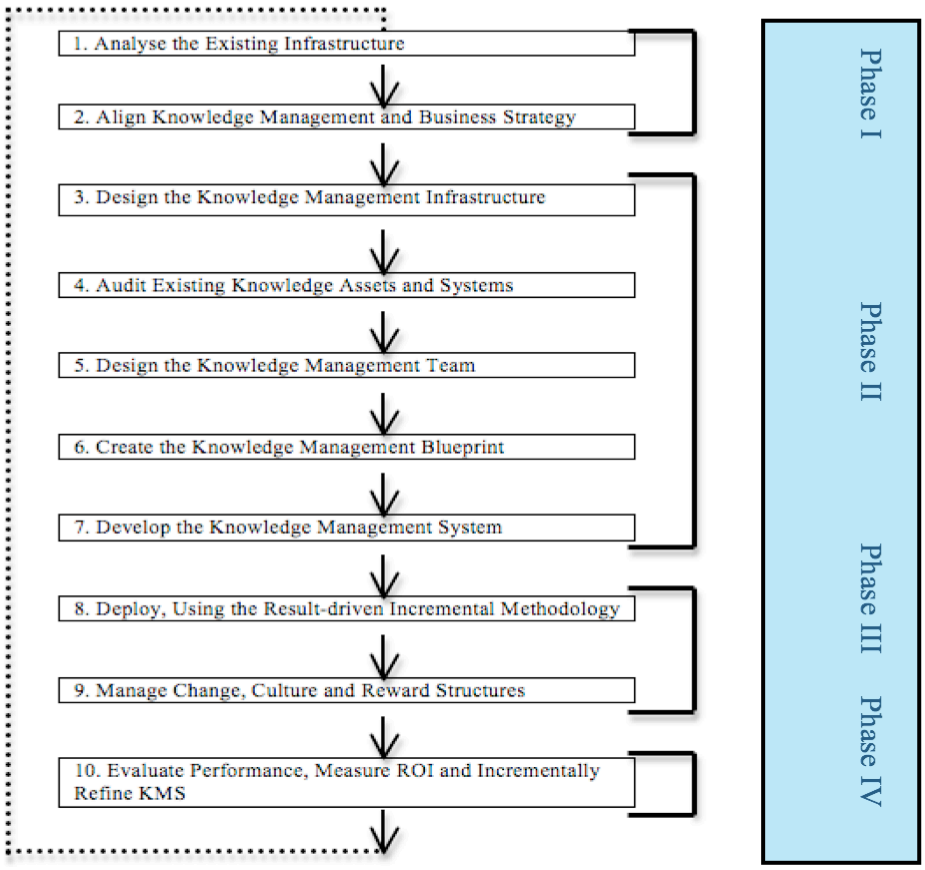
Each single KT process should be evaluated and prioritised in cohesion with their effect on the organisation's measurement of ROI, the refining and improvement of the KT processes for making it applicable for the upcoming projects.

To conclude, the structure and content of the "Toolkit" is based on the cumulative observation and experience gained from KT processes in SME's and larger organisations in a variety of business sectors and supported by the outcomes of the field research in Russia, with participation of organisation's owners, managers and executives.

The 4 Phases and the 10 Steps structure of the "Toolkit" is instrumental in establishing the connection between KT processes and the organisation's strategic and business plans. Additionally, it can be helpful to design, develop and implement a sustainable system of KT geared to deliver the SVC, leading to actual positive results for organisations.

The 4 phases are comprised out of 10 Steps. Each step is characterised and highlighted in Figure 9.

Figure 9: *The Toolkit's structure in 4 phases and 10 steps (Tiwana, 2000, p. 101)*



6.5.3 The explanation of the 4 Phases of the "Toolkit"

As an external (foreign) consultant or business trainer, there is a need to focus on the available existing networks and infrastructure (IT systems) to be able to identify critical "potholes" and to lay a sturdy foundation for the KT processes to be introduced and implemented. Building on what already is available will provide the transmitter with better options for the generation of organisation-wide support. It is important to include already existing investments, if possible, in the KT process to avoid the perception that already available entire infrastructure should be considered as "obsolete".

Phase (i): Infrastructural evaluation. In this phase the consultant should evaluate and comprise the organisational structure, analyse the ACAP of the organisation's management and employees and to build on the available knowledge and infrastructural capacities.

Phase (ii): KT process analysis, design and development. The consultant should shift the tendency of decision making from predictions based on extrapolation of possible "obsolete" (out-of-date) data to the processing of internal and external actual data. This should be followed by the audit of the KT processes and the identification of barriers. Analysing and auditing the available explicit knowledge is mandatory. The composition and the design of a (cross-functional) KT Team is a crucial element in this process. Designing a suitable and tailored organisational scheme for the recipient organisation with a secured, visible position for KM and integration of hardware and software applications into a platform for KT processes with a consistent structure for audit and knowledge documentation should also be implemented in this phase.

Phase (iii): KT deployment. In this phase, selection and implementation of a pilot project to test and to precede the introduction of the organisation-wide KT process platform should be conducted. If feasible, it is necessary to appoint a (high-level) executive with decisive authority in the organisation as a key driver, geared to accomplish the results of the KT processes. Accompanied and supported by a programme, directed to build awareness among employees, the consultant should support the change of the organisational culture towards acceptance of a knowledge driven attitude and values.

Phase (iv): Evaluation of KT performance. The fourth phase, important and essential for laying a fundamental support for the inevitable change in the organisation's culture and the necessary investments, is the measuring of the organisations' key business values as results of the KT processes. A limited but powerful set of key metrics should be selected for evaluation and review of the outcomes, partly applied for the maintenance, improvement and streamlining of KT processes. An appropriate set of metrics to measure the returns is beneficial for proving the impact of successful KT by hard data and results calculated in currency and for presenting options to refine KT process designs through constant iterations.

The 10-steps of the "toolkit-as-a-guidebook" approach are presented and elaborated in a more detailed and specific form in Appendix VIII. Consultant's "Authoritative Toolkit for Knowledge Transfer Application".

6.5.4 The transfer of knowledge across and within cultures and countries

As argued by Stanley (2003) there are three major mechanisms to distribute knowledge (including best practices) for trans-boundary exchange between individuals, separated cultures and countries: (i) through (printed) documentation, (ii) by technology (video, internet, social media), and (iii) through face-to-face communications. Based on observation and experiences in the field, can be concluded that even when all communication and distribution channels are utilised there is a high rating for and preference by transmitters and recipients for face-to-face communication and distribution of information with a severe, effective and positive impact on the KT processes.

For the foreign (Western) consultants and business trainers it is crucial to understand and accept the Russian values, behaviours and attitudes, to take them into consideration and be ready to implement them as the backbones and the foundations for the management techniques to be introduced. Mainly supported by the observation that it is more convenient to establish a relationship with an individual in a setting for face-to-face communications, there is a preference for face-to-face sharing of knowledge. Even when the major part of the knowledge is distributed by a document, digital file or a demonstration of the best practice, it is obvious that the receiving party is looking forward to the reassurance through the communication with the actual knowledge holders, to be able to assess the credibility and the qualities of the individual which created and/or provided the knowledge at stake. Face-to-face communication also facilitates an important first step in the acceptance and adoption of the provided knowledge. Consistent findings are reported by Davenport and Prusak (1998) and Dixon (2000).

6.5.5 The tacit tools for effective knowledge transfer in Russia

Management theories directed to the effects and implications of working in a cross-cultural environment can be brought down to some issues, one of which is the place of a certain culture on the continuum between the inner and the outer orientation. For example, the outer-oriented nature as the intrinsic part of the Russian culture, the feeling of being controlled by nature, and not being controlled by the human being effectively is manifested. In contrast, for the other side of the spectrum, by setting clear objectives, the inner-oriented (Western) cultures tend to accept an attitude in which control is natural by setting targets and directions to follow and to accomplish. In each individual both approaches can be recognised. Noticing the outer and/or inner-orientation, tendencies to certain directions are visible in the compared (Russian and Western) cultures.

Stemming from and observing the practices in (international) management and business consultancy, researcher is active in the KT processes, as a transmitter in trans-boundary, culturally diversified, environments. The need for a "toolkit", to be able to address and to handle cultural differences in an advanced and structured mode, became apparent, unavoidable and highly desirable. Merging with and adaptation of the scholarly literature, the outcomes of the field research in Russia and the gained insights by observation and experiences as a practitioner in the field, evolved in a state-of-the-art instrument, a toolkit for the improvement of KT processes in intercultural environments.

Lessons are learnt during more than two decades of working in Russia's business environment and are based on personal and collegial experiences and observations, the theories of knowledge transfer and the subtle approach with consideration of the values, attitudes and behaviours, established in Russian society. The lessons learnt imply that the recipients are open to accept new theories and best practices, to internalise them, and to be ready to communicate and to implement. In addition, the foreign (Western) Consultants/business trainers, as the transmitters of the new models, theories and practises, are requested to (re)design their portfolio of programmes and the connected programming, to guide the recipients with an approach that takes into account the inherent contradictions in the values of the Russian managers (May et al, 2005).

6.5.6 Contribution to the Managerial Practice

Summing up for conclusions, seven factors are to be nominated as crucial elements in the complex processes of transferring knowledge in an efficient and effective mode. Pro-active management is required to decide on issues at all levels involved. To facilitate the ongoing process, a balance between all "hard" and "soft" factors, is requested. The designed framework (Goh, 2002) of the seven factors that implicate the ensured and needed effective transfer of knowledge are characterised as follows.

(i) Between all organisations' levels, work teams and individual employees, a high level of trust is an inevitable condition for efficient KT processes. The behaviour roles of top- and middle managers must be in line with a mission of openness and open to share readily the accessible organisational information.

(ii) Developing and maintaining a pervasive and collaborative culture of co-operation as an evidence for the existence of the level of trust in the organisation is important. Promoting teamwork, in cross-functional work groups combined with emphasis on sharing of work practices and to encourage individual employees and groups to work together is necessary.

(iii) Strong culture of continuous improvement, innovation and learning is requested. Orientation to recognise and to solve problems by each employee and utilise a pre-condition to absorb and share relevant information, inside and outside the organisation should be present. A focus on troubled issues e.g. product quality and/or after-sales service by employees can be helpful in the specific problem-solving as well as in the implementation of next-level solutions and innovative practices.

Availability of the "next-state-of-the-art" information technology is required to encourage and facilitate the unbiased (horizontal and vertical) exchange of information. That technology should be supported by an adequate organisational design with limited hierarchical bottle-necks, to encourage the untamed communication. (v) To realise the desired values, employees are and should be educated and well-trained-on-the-job. It should be ensured that there is a consistent level of competencies and skills, acquired by the workforce, with both the skills and knowledge which make them not exclusively competent for their functional position but also for other task oriented occupations. (vi) It should be ensured that evaluation of accomplished projects is encouraged by the implementation of "loose" instruments like reflection sessions for groups, that mentoring and individual coaching are applied and more strict instruments like organised "best practices" sharing and review meetings are organised. Thus, a balanced approach, not disturbing the shaky contrasts between instruments, encouraging the sharing and implementation of knowledge, will be beneficial for the recipient organisation. (vii) Any reward system should be based on a broader set of criteria, not purely focussed on financial aspects or internal competition between departments or groups. Other elements, e.g. the (successful) sharing of best practices and knowledge and collaboration in team and group work should be included.

The described seven factors can be implemented and are instrumental as a check and an assessment of the available, managerial tools-at-hand and the organisational characteristics, to contribute to an effective and efficient transfer of knowledge.

Advising, Consulting, Training and Coaching in a trans-boundary, culturally diversified organisational environment, can be an "uphill battle" even for experienced management- and business advisors. The underlying study is proposed to be a "guide" in the "minefield" of intercultural relations, especially targeted to business- and managerial organisations. The research is focussed at Russia (the Russian Federation), as the subject and example of a business environment with a strong NC, with major impacts on the OC, the norms, attitudes and behaviours internally and the external relations, as results. The presented study is directed to gain a deeper understanding of the processes of KT in trans-boundary conditions. Furthermore, the development and design of an adequate and authoritative "Toolkit", to improve the effectiveness and efficiency of the processes for KT. The ultimate goal is to facilitate the practitioners in operational management and to contribute to the "Body of Knowledge" in the Management and Organisational Science.

Although the designed "Consultant's Authoritative Toolkit for Knowledge Transfer (TKTA) is directed to the professional consultant / advisor, as an auxiliary tool to improve the transfer of knowledge between organisations, often in transboundary environments, in a wider perspective, there are optional benefits for the client/recipient organisation, if TKTA is implemented. Benefits can be summed up as follows.

(i) A focus reflecting the aspirations and the long-term direction of the client-organisation.

(ii) Fast development in research and implementation of knowledge transfer processes in case of following the framework of the TKTA.

(iii) Effective solutions and "best practices" are on hand and ready to be inserted.

(iv) Access to expertise, derived from an array of other sectors/industries.

(v) Provision and transfer of non-existent methods, models and skills, not available in-house and the transfer of these management skills to the organisation's workforce.

(vi) The independent and objective position of the consultant/advisor as a driving force for the alteration of management processes in the organisation.

All this should lead to "value for money" to secure "sustainable value creation" (SVC) as beneficial to the recipient organisation in the longer term.

6.5.7 Limitations of the research

Some reflections on validity

An important issue, which should be taken into consideration is the scientific integrity of the obtained results and their internal and external *validity*. The first questionable position is on behalf of the *External validity.* Will it be an option to generalise the research outcomes to a larger population of Russian managers with experiences in foreign training programmes or managers of Russian organisations which received advisory services from external advisors? The research participants were unmistakable part of wider networks of managers and executives, had intensive communications and exchange of experiences and knowledge with fellow-trainees during and after the training and advisory period, e.g. in alumni associations on regional and federal level in Russia, international connections with the host-countries and regularly organised events. Based on the realistic situation as elucidated, presumably the results of the research and the conclusions presented have a validity for a larger group of managers than the managers/participants solely. Additionally, managers and organisations from a variance of economic sectors, from SME's, organisations with national operations, covering

Russia and MNC's stemming from all over the Russian territory were included in the sample. Thus, opinion of actors from different sectors and geographical areas is studied.

Another aspect of validity is the *Internal validity.* This is a problem for the underlying research. The theory of validity declared that to prove the evidence of internal validity, several measurements with similar outcomes are requested (Croon & Segers, 2002). However, in the perspective of this research, there is no ultimate truth, but variances of alternative interpretations are included and consequently, the level of internal validity is questionable. Alternatively, in the execution of the research, a strict connection is obtained with the methodology of "Action Research", by the additional involvement of independent second, third and fourth researchers.

6.5.8 Future research opportunities

In succeeding research, possibly to be organised in future, larger samples of organisations and trained employees and managers are to be collected, to increase the size and the robustness of the respondents. The samples collected with the collaboration of institutions like the "Presidents Programme", the NMCP-PUM and the GIZ was a magnificent step, to be able to test the propositions. However, the addition of a bigger variances of organisations, including larger, publicly traded organisations, will present an option to compare the already gained and analysed data with new acclaimed primary data from other sources. Diversity of knowledge and the options for knowledge transfer are embedded in organisations' operations and standard routines, the deliverables, layouts, structures and the culture, behaviour and norms about how actions are executed in general. It should be acknowledged that knowledge and KT is a multi-faced construct with many strategic implications, also multi-dimensional of characterisation and can take different form even to be in contradiction to itself (Grant, 1996, Winter, 1987). By examining the results of KT in the Russian organisations, it is to recognise that some organisations are able to create sustainable values in the longer term, while other organisations are hardly able to create temporary advantages.

6.6 General Conclusions

Being the "centre-piece" of the underlying research, a framework for a "toolkit", is developed and designed, to provide assistance and support to consultants and business trainers, to improve the implementation of knowledge sharing practices and knowledge transfer processes, to achieve continuous growth by sustainable value creation, beneficial to the recipient's organisation (Riege, 2005; Riege 2007) and expected to be leading to competitive advantages. The factors, elaborated on in this Final and previous Chapters, demonstrate that the change towards a culture which embrace knowledge sharing and support knowledge transfer processes is not a trouble-free and effortless endeavour. To enhance recipient's organisation's competitive power and profitability, dealing with number of obstacles to the sharing of knowledge and the creation of KT processes in an effective mode, are requested. Ultimately, centred around a knowledge-oriented and trustful cultural environment, strategies and organisations' goals, successful operation depends on the accumulated synergy between three important factors:

(i) the stimulation of all individual employees, to encourage motivation, to learn, internalise, transfer and implement available and newly created useful explicit and tacit knowledge;

(ii) the transparent flow of knowledge, resources and processes demands a facilitating, accessible and open organisational structure with limited hierarchical levels, an organisational culture that is able to encourage continuous learning, and the transparent communication of the organisations' goals to link the shared knowledge practices, SVC and other benefits. An elementary condition is that managing executives are providing explicit directions and have a pro-active stance towards the process of feedback, to deliver guidance by examples;

(iii) Establishment and maintenance of a platform, facilitated by modern technology for the integration of useful software systems, data storage and repositories and facilitating mechanisms accessible to all employees of the recipient organisation who need to distract information and/or knowledge, available from internal and external sources.

In short, there is no real value in retrieving knowledge for the recipient organisation, unless management and employees acknowledge the demand of indispensable knowledge, unless those employees, who need the purposeful knowledge, are ready to learn, accept and apply, in order to implement into SVC's, beneficial to their organisation.

As a conclusion, it should be noticed that there is no universal strategy to apply in KT processes as "transmitters" from inside or outside the recipient organisation, that there is a suitable (a one-size-fits-all) solution for all organisations. Successes are not ensured by introducing a link to a pre-prepared list of practices in the knowledge diffusion process, leading to a guaranteed success and to what will work best for all organisations.

For all transmitter and recipient organisations, it takes an equally intensive and persistent effort to reach a high level of commitment to ensure that the introduced, accepted, internalised and purposeful knowledge is available for application within the demanded timeframe and for the selected employees.

Sharing formal and informal networks, already exist in the majority of recipient organisations. In many occasions, it will be an available option to build on the already existing foundation of internal networks and to expand their strength, visibility and communication facilities. In the described situation, a substantial investment, moneywise, is not requested for creating a learning and knowledge sharing environment in contrast to the situation when a new digital network system or the modification of the existing one, is requested.

Once installed and functionally active, practices of effective sharing of knowledge will conditionally have the potential strength to apply SVC, leading to competitive advantages to the recipient organisation.

To conclude, this Chapter is dedicated to the overall conclusions of the research and implications of the processes of trans-boundary KT and the purposefully gained SVC for the recipient organisations. As an optional instrument, an authoritative toolkit is provided for application, bi-directionally, by "transmitters" (foreign and Russian) and by recipient organisations. Established as a useful contribution to the daily operations in consultancy and business training projects, especially in culturally diversified environments. Already, draft versions of some elements of the "Toolkit" are implemented in a selection of KT projects in Russia, with satisfactory results.

Epilogue

A journey, to discover the extensive fields of cultural awareness, starting with a long-stay in Japan (2002) covering projects in Asia, Africa and Latin-America and ultimately leading to a strong focus on Central Europe and Russia, herewith comes, with the presented research, to a temporary end. A milestone is not a closure, in an endeavour to grasp the *tacit* foundations of cultural relationships, the foundation of the global economy, the necessity to try to understand culture as influential on the processes of the economy, at all interactive levels (organisations, individuals) concerned. The creation of synergy is the task of handling the relationships in the bi-cultural environments, to manage the cross-cultural connections, to be beneficial to all levels involved. As nowadays culture is still mainly associated with- and connected to nation states, as culture is viewed as based on the notions of nationalist presumptions, an outbreak from the prevailing mind-set on culture is inevitable. As researcher, the position is taken that culture should be viewed as a subject to and the object of knowledge transfer, incorporated in knowledge management and bi-directional of nature. Thus, internalised, culture will become a valuable instrument for managers, not considered as an obstacle but as a resource of strength and an indispensable part of their "Toolkit".

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List of Acronyms

ACAP	Absorptive Capacity
AL	Action Learning
ALAR	Action Learning, Action Research
AR	Action Research
BSC	Balance Score Card
BSN	Business school Netherlands
CASD	Research Institute, Kazan Federal University
CDT	CDT Business Support CEE LLC
CEE	Central and Eastern Europe
CIS	Commonwealth of Independent States
CEO	Chief Executive Officer
CFO	Chief Financial Officer
CIO	Chief Information Officer
CKO	Chief Knowledge Officer
CMEA	Council for Mutual Economic Assistance (COMECON)
C-o-P	Community of Practice
CVQ	Culture Values Questionnaire
DBA	Doctor of Business Administration
DSS	Decision Supporting System
EBRD	European Bank for Reconstruction and Development
EI	Emotional Intelligence
EMBA	Executive Master of Business Administration
EU	European Union
FDI	Foreign Direct Investment
FSU	Former Soviet Union
GIZ	Gesellschaft für Internationaler Zusammenarbeit (Germany)
GOSKOMSTAT	Federal Statistics Agency (RF)
GOSPLAN	Soviet State Planning Committee (FSU)
GLOBE	Global Leadership and Organisational Behaviour Effectiveness
IBM	International Business Machines Corp
IFC	International Finance Corporation

IMC	International Management Centre-Buckingham UK
IMF	International Monetary Fund
IMT	Innovation Management Tool
JETRO	Ministry of External Trade of Japan
KFU	Kazan Federal University
KM	Knowledge Management
KMS	Knowledge Management System
KMT	Knowledge Management Team
KT	Knowledge Transfer
L-b-D	Learning by Doing
LFL	Laisser-faire Leadership
LP	Leadership Performance
MBA	Master of Business Administration
MC	Management Consultancy
MNC	Multi National Company
MMR	Multi-Method Research
NC	National Culture
NMCP	Netherlands Management Cooperation Programme
NRMTP	Netherlands-Russian Management Training Programme
OBI	Orange Business Improvement
OC	Organisational Culture
OECD	Organisation for Economic Cooperation and Development
OL	Organisational Learning
PACAP	Potential Absorptive Capacity
PRIME	Pioneering Real-time Impact Monitoring and Evaluation
PSF	Professional Service Firm
PUM	Programma Uitzending Managers (Netherlands' Senior Experts)
QFD	Quality Function Deployment
RACAP	Realised Absorptive Capacity
RBV	Resource Based View
RCVS	Russian Communitarian Value System
RF	Russian Federation.
ROA	Return on Assets.
RoKT	Return on Knowledge Investment.

RPMTI	Russian Presidential Managers Training Initiative
RVO	Rijksdienst voor Ondernemend Nederland (Netherlands)
SECI	Socialisation, Externalisation, Combination and Internalisation framework
SHU	Sheffield Hallam University, Sheffield UK
SME	Small and medium size enterprise
SVC	Sustainable Value Creation
SU	Soviet Union
TAL	Transactional Leadership
TKTI	Toolkit for KT implementation
TRF	Transformational Leadership
VC	Value Creation
VNO-NCW	Employer’s Association in the Netherlands
VSM	Value Service Module
WB	World Bank

Appendices

Appendix I: Invitation letter to Presidential Programme alumni in English and Russian

5057 BH Berkel-Enschot, the Netherlands
Tel. +31-13-5904499/ (0)651198441
Email: cees@cdtbusinesssupport.com

Amsterdam, the Netherlands, autumn 2016.

To: The Alumni of the "Netherlands President's Programme" 1998-2013.

Dear Alumni,

Facilitated by the Netherlands Enterprise Agency (known as NL Agency) and the Moscow' Resource Center of the President's Programme, herewith I invite you to contribute to a scientific research in Russia. My name is Cees A.M. den Teuling MBA from the Netherlands, as a Business Consultant cooperating with Russian companies since 1992.

In the upcoming months we (the research group and myself) are conducting a field research in Russia, as a part of a Dissertation study to increase our understanding of how you experienced the cultural "gap" and how you perceived the "bridging" capabilities while being participant in the" Programme" and spent a period in the Netherlands and as a trainee in a Dutch company.

From all actors involved, you are in an exceptional position, having your personal experiences as a participant in the President's Programme. We like to have your valuable personal reflections, to gather detailed information on the subject:

"Crossing cultural boundaries: transfer of Management knowledge and skills between organisational cultures"

To participate in the research, please send your contact information (including your email address) to:

CASD* and we will send you a questionnaire. CASD is our key partner for scientific- and market research in the Russian Federation. To complete the questionnaire, it will take 15 minutes.

Separately, “ad random” we will invite alumni for in depth interviews. We are simply trying to capture your thoughts on the “knowledge transfer process” as experienced during the training and internship and the “sustained value” as a result.

Your responses to the questions will remain confidential. Each questionnaire will be assigned with a number code, to help ensure that personal information will not be revealed during the analyses and write up of findings.

Your participation will be a valuable addition to the research. Findings could lead to a greater understanding between partners in international business. To improve cultural awareness and “bridging” the cultural differences in understanding and positions.

If you are willing to participate, please send your contact information to research@casd.ru and we will send you the questionnaire by email.

Thank you in advance for your cooperation!
Cees A.M. den Teuling MBA candidate DBA

* CASD is a full-service research agency (since 2002) based in Kazan (Russian Federation)

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5057 BH Berkel-Enschot, the Netherlands
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Амстердам,

Нидерланды, осень 2016.

Выпускникам «Президентской Программы. Нидерланды» 1998-2013.

Уважаемые Выпускники,

При содействии Министерства экономики Королевства Голландии и Московского Ресурсного Центра при Президентской Программе Подготовки Управленческих Кадров, позвольте обратиться к вам с предложением внести свой вклад в научное исследование, проводимое в России. Меня зовут Кейс А. М. ден Теулинг, MBA, Нидерланды. С 1992 года я сотрудничаю с российскими компаниями в качестве консультанта международного бизнеса.

В ближайшие месяцы мы (группа научных сотрудников кафедры социологии Казанского Государственного университета и я сам) проводим в России полевое исследование в рамках диссертационной работы, целью которой является изучение явления культурного «разрыва» (расхождений, обусловленных принадлежностью к иной национальной культуре) и способов его сокращения. Будучи российскими гражданами, оказавшимися в качестве стажёров в голландской компании в Нидерландах, вы не могли не почувствовать влияния «чужой» организационной культуры. Немаловажной частью исследования является понимание вашего опыта в налаживании взаимовыгодного сотрудничества с принимающей стороной. Мы были бы очень признательны, если бы вы смогли поделиться своими личными размышлениями на тему:

«Пересекая культурные границы: перенос знаний и навыков менеджмента в среде организационных культур»

Из всех участников именно вы находитесь в исключительном положении, поскольку обладаете непосредственным опытом прохождения зарубежной стажировки в рамках «Президентской Программы».

Для того чтобы принять участие в исследовании, пришлите пожалуйста контактную информацию (включая адрес электронной почты) на следующий адрес: AIR*; и мы вышлем вам опросник. AIR является нашим основным партнёром в области научно-маркетингового исследования на территории Российской Федерации. Для заполнения опросника понадобится лишь 15 минут.

Позже нам хотелось бы встретиться с каждым участником персонально для проведения более подробного собеседования. Надеемся, вы согласитесь поделиться своими мыслями о методах обмена профессиональными знаниями в период стажировки.

Ваши ответы на вопросы останутся строго конфиденциальными. Каждому опроснику будет присвоен кодовый номер в целях избежания разглашения личной информации в ходе обработки данных и подведения итогов.

Ваше участие станет бесценным вкладом в исследование, результаты которого будут способствовать взаимопониманию среди партнёров международного бизнеса.

Если у вас появилось желание принять участие в проекте, пожалуйста, вышлите контактную информацию по адресу research@casd.ru, и мы пришлём вам опросник по электронной почте.

Заранее благодарим за сотрудничество!
Кейс А. М. Ден Теулинг MBA кандидат DBA

*AIR является авторитетным исследовательским агентством (с 2002 года), базирующимся в Казани (Российская Федерация**)**.

Appendix II: Invitation letter to advised organisations in English and Russian

PUM*
Netherlands senior experts

Bezuidenhoutseweg 12
P.O. Box 93078
2509 AB The Hague
The Netherlands
T +31 (0)70 349 05 55
F +31 (0)70 349 05 90
info@pum.nl
www.pum.nl
Chamber of Commerce
The Hague 41160229
PUM Netherlands senior experts is affiliated to The Confederation of Netherlands Industry and Employers - known as VNO-NCW

The beneficiaries of-/participants in
PUM Netherlands Senior Experts

Date 26 October 2015	**Reference** AM/KO
Subject Field research in Russia	**Contact**

Dear Sir, dear Madam,

Hereby we invite you and strongly recommend to participate and to contribute to a scientific research in Russia. The research is initiated by Cees A.M. den Teuling MBA, from the Netherlands, a Business Consultant cooperating with Russian companies since 1992.

In the upcoming months, the research group is conducting a field research in Russia, as a part of a Dissertation study to increase the understanding of how you experienced the cultural "gap" and perceived the "bridging" capabilities, while being participant in the PUM Advisory program and spending a period with the Senior Advisors of PUM Senior Experts from the Netherlands.
Of all actors involved, you are in an exceptional position, having your personal experiences as a participant in the Advisory Service. We would like to have your valuable personal reflections to compile detailed information on the subject:

"Crossing Cultural Boundaries:
Transfer of Management Knowledge and Skills between Organizational Cultures"

To participate in the research you will receive a questionnaire in Russian language, by AIR*). IR is the key partner for scientific- and market research in the Russian Federation. It will take approximately 15 minutes to complete the questionnaire.

Separately, "ad random" we will invite alumni for in-depth interviews. We are simply trying to capture your thoughts on the "knowledge transfer process", experienced during the advisory trajectory, and the "sustained value creation" as a result.
Your responses to the questions will remain confidential. Each questionnaire will be assigned with a number code, to help ensure that personal information will not be revealed during the analysis and announcement of findings.

*) AIR is a full-service research agency (since 2002) based in Kazan (Russian Federation)

Entrepreneurs for entrepreneurs

PUM
Netherlands senior experts

Your participation will be a valuable addition to the research. The findings could lead to a greater understanding between partners in international business. To improve cultural awareness and "bridging" the cultural differences in understanding and positions.

If you are in need of more information please send your question/remarks to research@casd.ru and they will respond accordingly.

Thank you in advance for your cooperation!

For PUM Netherlands senior experts

entrepreneurs for entrepreneurs PUM Netherlands senior experts

Mr. Alex Meerkerk
Director of Policy & Monitoring

Entrepreneurs for entrepreneurs

PUM*
Netherlands senior experts

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Участникам Программы сотрудничества в области менеджмента Организации независимых экспертов Голландии PUM

Date
осень 2015

Reference
AM/KO

Subject
Field research in Russia

Contact

Уважаемые дамы и господа,

Позвольте обратиться к вам с предложением внести свой вклад в научное исследование, проводимое в России. Инициатором проекта является Кейс А. М. ден Теулинг, МВА, Нидерланды, с 1992 года сотрудничающий с российскими компаниями в качестве консультанта международного бизнеса.

В ближайшие месяцы группа научных сотрудников кафедры социологии Казанского Государственного университета проводит в России полевое исследование в рамках диссертационной работы, целью которой является изучение явления культурного «разрыва» (расхождений, обусловленных принадлежностью к иной национальной культуре) и способов его сокращения. Будучи российскими гражданами, находившимися в непосредственном контакте с голландскими экспертами, вы не могли не почувствовать влияния «чужой» организационной культуры. Из всех участников именно вы находитесь в исключительном положении, поскольку обладаете опытом успешного сотрудничества с консультантами PUM. Мы были бы очень признательны, если бы вы смогли поделиться своими личными размышлениями на тему:

**«Пересекая культурные границы:
перенос знаний и навыков менеджмента в среде организационных культур»**

Для того чтобы принять участие в исследовании, вам необходимо получить опросник на русском языке от AIR-*). AIR является нашим основным партнёром в области научно-маркетингового исследования на территории Российской Федерации. Для заполнения опросника понадобится лишь 15 минут.

Entrepreneurs for entrepreneurs

PUM*
Netherlands senior experts

Позже нам хотелось бы встретиться с каждым участником персонально для проведения более подробного собеседования. Надеемся, вы согласитесь поделиться своими мыслями о методах обмена профессиональными знаниями в рамках Программы сотрудничества в области менеджмента.
Ваши ответы на вопросы останутся строго конфиденциальными. Каждому опроснику будет присвоен кодовый номер в целях избежания разглашения личной информации в ходе обработки данных и подведения итогов.
Ваше участие станет бесценным вкладом в исследование, результаты которого будут способствовать взаимопониманию среди партнёров международного бизнеса.

Получить дополнительную информацию и оставить комментарий можно, отправив сообщение по следующему электронному адресу research@casd.ru . С вами свяжутся незамедлительно. Заранее благодарим за сотрудничество!

entrepreneurs for entrepreneurs PUM Netherlands senior experts

Для Алекса Меркерка
Директора по политике и мониторингу
Организации независимых экспертов Голландии PUM.

***) AIR является авторитетным исследовательским агентством (с 2002 года), базирующимся в Казани (Российская Федерация**

Entrepreneurs for entrepreneurs

Appendix III: Questionnaire for Presidential Programme alumni in English and Russian

***Section A*:**

A1. Respondent's name: (first name, patronymic, family name)

A2 Gender of the respondent

1. male
2. female

A3. Age of the respondent

1. 30 and under
2. 31-35
3. 36-40
4. 41-45
5. 46-50
6. 51-55
7. 56-60
8. 61 and over

A4. Organisation name:

1. legal name
2. trade name (If applicable)
3. other (please specify)

A5. Year of participation in the traineeship in the Netherlands Presidential Programme ………

A6. Participants position in organisation

1. Director
2. Deputy director

3 Bookkeeper

4. Line/departmental manager
5. Employee
6. Other (please specify)

Section B: Organisational characteristics

B1. Type of goods or services delivered:

1. Mineral resources
2. Agriculture and food production Fishery
3. Industrial production goods
4. Construction
5. Logistics

6. Healthcare
7. Education
8. Healthcare
9. 9. Retail / Tourism
10. Telecommunication
11. Automotive
12. . Trading
13. Business services / consultancy
14. Other (please specify)

B2. Number of employees in the Organisation:

1. <10
2. 11-25
3. 26-50
4. 51-100
5. 101-250
6. 251-500
7. 501>

B3. Category of turn-over in RUR

1. < 5 m
2. 5 – 10 m
3. 10-25 m
4. 25-50 m
5. 50-100 m
6. 100 m.>

Section C: Questions concerning the influence of National Culture on the knowledge transfer process. *To be measured in a five point scale*

C1: The influence of the national culture on the organisation's culture?

C2: The influence of the Leadership's culture on the Organisational culture?

C3: The influence of ethnic groups in the organisation on the organisation's culture?

C4: The influence of the male/female staff composition on the organisation's culture?

C5: The influence of foreign (C.I.S) workers on the organisation's culture ?

C6: The influence of the connection with global (Western & Asian) if any, business partners on the organisation's culture?

Additional Remarks

C7. The organisation’s environment is

1. stabile
2. heterogeneous
3. highly complex
4. disruptive
5. chaotic
6. Other (please specify)

Section D: Questions concerning the influence of OC on the knowledge transfer process

D 1: Please describe the style of management / leadership in your organisation.

1. Authoritarian / top-down
2. Directive / giving orders
3. Consultative / asking for opinions
4. Participative / shared decision preparation
5. Delegation / judged by the results only.

D 2: Please describe the style and type of the (internal) communication.

1. Black box / no exchange of information
   1b: top down 1c: bottom up
2. Selective / with a selected number of employees only
   2b: top down. 2c: bottom up
3. Representative / only through heads of department / managers
   3b: top down 3c: bottom up
4. Limitation / censured information for all employees
   4b: top down 4c: bottom up
5. Transparency / all information in full available for employees
   5b: top down 5c: bottom up

D 3: Acceptance and readiness of implementation for new ideas and innovations?

1. Totally open for new ideas and innovation from outside sources (or We constantly implement new ideas and innovations, developed internally)

3. Partly open to other employees and other departments

4 We share innovations with suppliers and distributors

5. We share innovations with the business sector and through media.

6. We prefer the way we use to do the business

7 We don't share innovations with the outside world and them with confidentiality for ourselves.

D 4: The level of trust among employees in their own department is

1. Very high
2. High
3. Normal
4. Somewhat low
5. Very low

D 5: The level of trust of employees with other departments in the organisation is

1. Very high
2. High
3. Normal
4. Somewhat low
5. Very low

D 6: Using a 5-point scale (where 1 means very low and 5 means very high), please grade the readiness for sharing knowledge between

1. employees
2. employees and management
3. outside partners

D 7: Please grade the existence of the issues mentioned below (5-point scale)

1. work conflict:
2. separation:
3. corruption:
4. nepotism ("clientism")
5. conflict of interests.
6. Lack of communication and/or teamwork

D 8: Average level of education in the organisation;

1. Low level 2. Medium level. 3 Higher level.

Section E: Knowledge-related themes

Please answer the question of Section E by using a 5-point scale (where 1 means "totally disagree" and 5 means "totally agree")

E1. During the group lectures my interactions with the docents and fellow participants have increased my understanding on how to integrate various modules with other modules

E2. During the group lectures my interactions with the docents and fellow participants increased my ability to ask penetrating questions about all modules.
E3. During the group lectures my interactions with the docents and fellow participants improved my knowledge on these modules.
E4. During my internship at the host-company my interaction with my (company) supervisor increased my knowledge about their particular business processes and internal organisation.
E 5. During my internship at the host-company, my interactions with the supervisor and other members of staff, increased my knowledge about the strategic direction of the company.
E 6. During my internship at the host company, my interactions with the supervisor and other members of staff improved my ability to design, develop, defend and implement a strategic plan for my employer's organisation in Russia.
Additional remarks and comments.

Absorptive Capacity

Please answer the question of Section E by using a 5-point scale (where 1 means "totally disagree" and 5 means "totally agree")
E10. During the group lectures the docents and myself had a common language to deal with the content of the modules.
E11. During the group lectures I had a clear vision of what the implementation of the content of the modules is trying to achieve.
E12. During the group lectures, I received sufficient information on the state-of-the-art content of the modules.
E13. During the group lectures, I developed a clear understanding of the goals, tasks and responsibilities in the implementation of the learned content of the modules.
E14. During the group lectures, my technical competence was sufficient to absorb the business knowledge as provided.
E15. During my internship at the foreign host-company, my managerial competence was sufficient to absorb the business knowledge as provided by the supervisors and other members of staff.
E16. During my internship at the foreign host company, I was able to exploit new information about business processes.
E17. During my internship at the foreign Host company, I was able to assist in solving problems, based on my business competence.

E18. During my internship at the foreign Host company, I developed the necessary skills to implement new business knowledge to my employer's organisation in Russia.
Additional remarks and comments.

Shared understanding

Please answer the question of Section E by using a 5-point scale (where 1 means "totally disagree" and 5 means "totally agree")

E20. The docents and I agree on what's important.
E21. The docents and I have very a simulating prior experience in business processes.
E22. The docents and I are solving problems in a similar or same way.
E23. The docents and I understand each other when we talk.
E24. The docents and I don't have difficult time understanding each other.
E25. Our mutual process of exchange of knowledge was well understood while in the group process.
E26. The foreign host company's supervisor and I agreed on what's important.
E27. The foreign host company's supervisor and I have very similar prior experiences in business processes.
E28. The foreign host company's supervisor is solving problems in a similar way.
E29. The foreign host company's supervisor and I understand each other when we talk.
E30. The foreign host company's supervisor and I don't have difficult time understanding each other.
E31. Our mutual process of exchange of knowledge was well understood while in the foreign host company.
Additional remarks and comments.

Arduous Relationship

E40. The communication between the docents and myself was:

1. very easy
2. fairly easy
3. fairly demanding
4. very demanding

E41. The communication between the foreign host company's supervisor was:

1. very easy
2. Fairly easy
3. Fairly demanding
4. Very demanding

E42. Collaboration between the docents and me:

1. Was sought by me
2. Was well received but not sought after by me
3. Was often avoided by me.
4. Occurred only if I had no other alternative.

E43. Collaboration between the foreign host company's supervisor and me:

1. Was sought by me
2. Was well received but not sought after by me
3. Was often avoided by me.
4. Occurred only if I had no other alternative.

E44. Collaboration between the docents and me:

1. Was sought by me
2. Was well received but not sought after by me
3. Was often avoided by me.
4. Occurred only if I had no other alternative.

E45. Collaboration between the foreign host company's supervisor and me:

1. Was sought by me
2. Was well received but not sought after by me
3. Was often avoided by me.
4. Occurred only if I had no other alternative.

Additional remarks and comments.

Intrinsic Motivation

Please answer the question of Section E by using a 5-point scale (where 1 means "totally disagree" and 5 means "totally agree")

E50. I enjoy learning about business and management knowledge.

E51. The more difficult it is to understand business- and management knowledge, the more I enjoy learning it.

E52. I enjoy learning business- and management knowledge that is completely new to me.

E 53. I have to feel that I'm personally benefitting from learning business-and management knowledge.

E54. I want to find out how good I really can be at learning business- and management knowledge.

E55. I'm more comfortable when I can set my own goals for learning business and management knowledge.

Additional remarks and comments.

Extrinsic Motivation

Please answer the question of Section E by using a 5-point scale (where 1 means "totally disagree" and 5 means "totally agree")

E60. I am keenly aware of the income goals I have for myself if I learn business- and management knowledge.

E61. I am strongly motivated by the money I can earn if I learn business- and management knowledge.

E62. I am keenly aware of the job promotion goals I have for myself if I learn business- and management knowledge.

E63. If I learn business and management knowledge, I want other people to find out how good I am.

E64. I am strongly motivated by the recognition I can earn from other people for learning business and management knowledge.

E65 I have to feel that I earn something for learning business- and management knowledge.

Additional remarks and comments.

Communication Encoding Competence

Please answer the question of Section E by using a 5-point scale (where 1 means "totally disagree" and 5 means "totally agree")

E70. The docents, in the group lectures, had a good command of the English language.

E71. The docents, in the group lectures, typically are able to get right to the point.

E72. The docents, in the group lectures, are able to deal with others effectively.

E73. The docents written communication was difficult to understand.

E74. The docents were able to express their ideas clearly.

E75. The docents, in the group lecture, oral communication was difficult to understand.

E76. The docents, usually are saying the right things at the right time.

E77. The foreign host company supervisor had a good command of the English language.

E78. The foreign host company supervisor typically was able to get right to the point.

E79. The foreign host company supervisor was able to deal with others effectively.

E80. The foreign company supervisor written communication was difficult to understand.

E81. The foreign host company supervisor was able to express their ideas clearly.

E82. The foreign host company supervisor oral communication was difficult to understand.

E83. The foreign host company supervisor usually was saying the right things at the right time.

Additional remarks and comments.

Communication Decoding Competence

Please answer the question of Section E by using a 5-point scale (where 1 means "totally disagree" and 5 means "totally agree")

E90. I am personally sensitive to others' needs.

E91. I am personally paying attention to what other people say to me.

E92. I am personally a good listener.

E93. I am easy to talk to.

E94. I am usually respond quickly to messages (memos, phone calls, reports, etc.)

Additional remarks and comments.

Source Credibility

Please answer the question of Section E by using a 5-point scale (where 1 means "totally disagree" and 5 means "totally agree")

E100. The docents are thrust-worthy

E101. The docents are open-minded.

E102. The docents are experienced.

E103. The docents are experts.

E104. The docents are well-trained in teaching.

E105. The docents are credible.

E103. I go out of my way to interact/communicate with the docents.

E104. The foreign host company supervisor is thrust-worthy.

E105. The foreign host company supervisor is open-minded.

E106. The foreign host company supervisor is experienced.

E107. The foreign host company supervisor is an expert.

E108. The foreign host company supervisor is well-trained in coaching.

E109. The foreign host company supervisor is credible.

E110. I go out of my way to interact/communicate with the foreign host company supervisor.

Section F: **Questions concerning the impact (role) of organisational learning in the** Presidential Program. To be answered in a five-point scale)

F1. Did you improve your knowledge about business as a participant in the Presidential Programme?

F2. Where you able to spread the acquired knowledge among your colleagues?

F3. Did you have any opportunity to inform the management about your experiences in the P.P. program?

F4. Will the management support you in the continuation of learning?

F5. Did you received any reward in income or position after your participation in the P.P. programme?

F6. Was the P.P. programme helpful in obtaining your own, personal goals?

F7. Do you consider the Presidential Programme as helpful to the company?

Section G: **Questions on ensured sustainable created value for the organisation)** (To be answered in a 5-point scale)

G1. Did the home organisation benefit from the knowledge transferred by the P.P. participant?

G2. Was the knowledge provided applicable for the home organisation?

G3. Was the obtained knowledge understandable and feasible for the colleagues F at home?

G4. Was the way of “doing things” changed by the introduction and convincing power of the P.P. participant?

G5. Was there any improvement in the organisation's results in both organisational and financial sphere?

G6. Are the implemented improvements created sustainable value for the home organisation in the longer term?

G 7. Was the way of "doing things" in your home-organisation changed as a result of your participation in the Presidential Programme?

Annex for Section E: Definitions of the main tersm

1. **Knowledge Transfer** "is the communication of knowledge from a source (transmitter, consultant) so that it is learned and applied by a recipient (client) New items were developed".
2. **Absorptive Capacity is** "the ability for a recipient to recognize the value of external information. to assimilate it, and apply it". Derived from Szulanski (1996).
3. **Shared Understanding** is "the extent to which a source and a recipient are sharing work values, norms, philosophy, problem-solving approaches and similar prior work experiences". Derived from Nelson and Cooprider (1996), Gerwin and Moffat (1997)
4. **Arduous Relationship** is "an emotionally, laborious, distant relationship between a source and a recipient". Derived from Szulanski (2000)
5. **Intrinsic Motivation** Is "deriving satisfaction that lies in the content of the activity itself". Derived from Amabile et al (1994)
6. **Extrinsic Motivation**. is a "deriving satisfaction that is independent on the content of the activity itself". Derived from Amabile et al. (1996)
7. **Communication Encoding Competence** is "the ability for a source to express ideas clearly, have a good command of the language and be easy to understand". Derived from Monge et al. (1982)
8. **Communication Decoding Competence** is "the ability for the recipient to listen, respond to messages quickly and to be attentive". Derived from Monge et al. (1982).
9. **Source Credibility** is "an attitude a recipient has about a source along multiple dimentions., including thrustworthiness and expertise". Derived from Grewal et al. (1994) and McCroskey et al. (1974)

Для анкеты полевого этапа исследования DBA: участники Президентской программы.
(Окончательная) версия от 30 сентября 2016 г.

***Раздел А*:**

А1. Имя респондента: (*имя, отчество, фамилия*) (*заполните*)
А2 Пол респондента (*выберите подходящий ответ*)

1. мужской
2. женский

А3. Возраст респондента (*выберите подходящий ответ*)

1. 30 лет или младше
2. 31-35 лет
3. 36-40 лет
4. 41-45 лет
5. 46-50 лет
6. 51-55 лет
7. 56-60 лет
8. 61 год или старше

А4. Наименование организации: *(заполните*)

1. официальное наименование
2. торговая марка (если применимо)
3. другое (*что именно*)

А6. Год участия в стажировке в рамках президентской программы …….
(*заполните*)
А7. Страна, в которой респондент проходил стажировку в рамках Президентской программы

____

А6. Должность респондента в своей организации (*выберите один ответ*)

1. Руководитель
2. Заместитель руководителя

3 Бухгалтер
4. Линейный руководитель / руководитель отдела
5. Наемный сотрудник
6. Другое (*что именно*)

Раздел B: Организационные характеристики

B1. Типы производимых товаров или услуг: (*выберите один ответ*)

15. Добыча и переработка полезных ископаемых
16. Сельское хозяйство и производство продуктов и питания, рыболовство
17. Промышленное производство
18. Строительство
19. Транспортные услуги
20. Здравоохранение
21. Образование
22. Розничная торговля
23. Туристические услуги
24. Телекоммуникации
25. Автомобилестроение
26. Финансовые и банковские услуги / трейдинг
27. Услуги для бизнеса / консалтинг
28. Другое (что именно)

B2. Численность работников в организации: (*выберите один ответ*)

1. Менее 10 человек
2. 11-25 человек
3. 26-50 человек
4. 51-100 человек
5. 101-250 человек
6. 251-500 человек
7. Более 501 человека.

B3: Годовой оборот организации, в млн. руб. (*выберите один ответ*)

1. Менее 5 млн. руб.
2. 5-10 млн. руб.
3. 10-25 млн. руб.
4. 25-50 млн. руб.
5. 50-100 млн. руб.
6. Более 100 млн. руб.

Раздел С: Пожалуйста укажите, в какой степени каждый из нижеупомянутых компонентов оказывает влияние на культуру внутри вашей организации, используя 5-балльную шкалу оценок, в которой 1 балл соответствует показателю «очень слабое влияние», а 5 баллов – показателю «очень сильное влияние», н/п – «не применимо».

	слабое				сильное	
С1: Влияние российской культуры на организационную культуру	1	2	3	4	5	н/п
С2: Влияние культуры руководителя / управленцев на организационную культуру	1	2	3	4	5	н/п
С3: Влияние соотношения мужчин / женщин в штате организации на организационную культуру	1	2	3	4	5	н/п
С4: Влияние иностранных работников (не-россиян) на организационную культуру	1	2	3	4	5	н/п
С5: Влияние связей / сотрудничества с глобальными (европейскими и азиатскими) деловыми партнерами на организационную культуру	1	2	3	4	5	н/п

Дополнительные комментарии респондента:

С7. Организационная среда в вашей компании является… *Оцените применимость каждого из определений*

	Полностью согласен				Совершенно не согласен
прогрессивной	1	2	3	4	5
благоприятной	1	2	3	4	5
стабильной	1	2	3	4	5
подрывной, наносящей вред	1	2	3	4	5
основанной на принципе невмешательства	1	2	3	4	5

хаотичной	1	2	3	4	5
другой (*какой именно*)	1	2	3	4	5

Раздел D. (вопросы, связанные с влиянием организационной культуры на процесс передачи знаний)

D1. Какой вариант ответа наилучшим образом описывает стиль управления, доминирующий в вашей организации? (*выберите один ответ*)

1. Авторитарный (управление по принципу «сверху вниз»)
2. Директивный (управление посредством приказов и распоряжений)
3. Консультативный (управление, предполагающее учет мнений работников)
4. Участвующий (управление с совместным принятием решений)
5. Делегирующий (управление, в котором оценивается лишь конечный результат).

D2. Какой вариант ответа наилучшим образом описывает стиль внутренней коммуникации, доминирующий в вашей организации? (*выберите один ответ*)

1. «Черный ящик» (нет обмена информацией)
2. Выборочный (обмен информацией только с отдельными работниками)
3. Представительный (обмен информацией лишь через руководителей отделов / управленцев)
4. Рестриктивный (ограниченная информация для всех работников)
5. Транспарентный (любая информация доступна для всех работников в полном объеме).

D3. Оцените степень готовности вашей компании к внедрению новых идей и инноваций по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»:

	Совершенно не согласен				Полностью согласен
1. Мы полностью открыты для новых идей и инноваций со стороны / мы постоянно	1	2	3	4	5

внедряем новые идеи и инновации, разработанные внутри нашей организации					
2. Мы частично открыты для некоторых своих работников и отделов / подразделений	1	2	3	4	5
3. Мы делимся инновациями с поставщиками и дистрибьюторами	1	2	3	4	5
4. Мы делимся инновациями с другими предпринимателями и посредством СМИ	1	2	3	4	5
5. Мы предпочитаем заниматься бизнесом так, как считаем нужным	1	2	3	4	5
6. Мы не делимся инновациями с внешней средой, стремясь сохранить конфиденциальность	1	2	3	4	5
Другое (*что именно*)	1	2	3	4	5

D4. Как вы считаете, уровень доверия между работниками одного отдела / подразделения является… (*выберите один ответ*)

6. Очень высоким
7. Высоким
8. Нормальным
9. Скорее низким
10. Крайне низким.

D5. Как вы считаете, уровень доверия между работниками разных отделов / подразделений вашей организации является… (*выберите один ответ*)

6. Очень высоким
7. Высоким
8. Нормальным
9. Скорее низким
10. Крайне низким.

D6. Пожалуйста, оцените готовность вашей организации делиться знаниями по 5-балльной шкале, где 1 балл соответствует показателю «очень низкая готовность», а 5 баллов – показателю «очень высокая готовность»

Готовность делиться знаниями...	Очень низкая				Очень высокая
… между работниками	1	2	3	4	5
…между работниками и управленцами (снизу вверх)	1	2	3	4	5
…между управленцами и работниками (сверху вниз)	1	2	3	4	5
…с партнерами за пределами организации	1	2	3	4	5

D7. Пожалуйста, оцените степень выраженности следующих проблем по 5-балльной шкале, где 1 балл соответствует показателю «очень низкая выраженность», а 5 баллов – показателю «очень высокая выраженность»

	Очень низкая				Очень высокая
Конфликт на работе	1	2	3	4	5
Увольнения / текучка кадров	1	2	3	4	5
Коррупция	1	2	3	4	5
Непотизм (кумовство) / Клиентелизм	1	2	3	4	5
Конфликт интересов	1	2	3	4	5
Отсутствие коммуникации и / или коллективной работы	1	2	3	4	5

D8. Как вы оцениваете соотношение (распределение) долей работников с различным образовательным уровнем в общей численности работников вашей организации?

2. Работники с низким образовательным уровнем (…..%)
3. Работники со средним образовательным уровнем (…...%)
4. Работники с высоким образовательным уровнем (…...%)

	Совершенно не согласен				Полностью согласен
E1. Во время лекций мое взаимодействие с преподавателями и однокурсниками повысило мое понимание того, как интегрировать одни разделы (модули) знаний с другими	1	2	3	4	5
E2. Во время лекций мое взаимодействие с преподавателями и однокурсниками повысило мою способность задавать проницательные вопросы на разную тематику	1	2	3	4	5
E3. Во время лекций мое взаимодействие с преподавателями и однокурсниками улучшило мои знания в самых разных областях.	1	2	3	4	5
E4. Во время моей стажировки в принимающей зарубежной компании мое взаимодействие со своим супервизором из этой компании увеличило мои знания о бизнес-процессах в указанной компании и ее внутренней организации (структуре).	1	2	3	4	5
E5. Во время моей стажировки в принимающей зарубежной компании мое взаимодействие со своим супервизором из этой компании и ее другими работниками увеличило мои знания о стратегии развития компании.	1	2	3	4	5
E6. Во время моей стажировки в принимающей зарубежной компании мое взаимодействие со своим супервизором из этой компании и ее другими работниками улучшило мои способности разрабатывать, защищать и внедрять стратегические планы в рамках той организации, в которой я работаю в России.	1	2	3	4	5

МЕСТО для комментариев / замечаний респондента

Раздел E: Данный раздел включает в себя вопросы, касающиеся периода вашего пребывания в другой стране в качестве участника президентской программы.

Передача знаний (определение приведено в Приложении)

Оцените степень своего согласия / несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

Замечания и комментарии респондента:

Способность усвоения (определение приведено в Приложении)

Оцените степень своего согласия / несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

	Совершенно не согласен				Полностью согласен
E10. Во время лекций преподаватели и я хорошо понимали друг друга (использовали общепонятный язык), что позволяло мне хорошо усваивать учебную программу	1	2	3	4	5
E11. Во время лекций я четко понимал логику учебного процесса, предназначение каждого из учебных модулей	1	2	3	4	5
E12. Во время лекций я получал достаточно информации о содержании учебных модулей.	1	2	3	4	5
E13. Во время лекций у меня сложилось четкое представление того, как воплощать полученные	1	2	3	4	5

знания на практике					
Е14. Во время лекций уровня моих технических компетенций было достаточно, чтобы усваивать предлагаемые бизнес-знания	1	2	3	4	5
Е15. Во время моей стажировки в принимающей зарубежной компании уровня моих управленческих компетенций было достаточно, чтобы усваивать знания, которые я получал от супервизоров и других работников компании.	1	2	3	4	5
Е16. Во время моей стажировки в принимающей зарубежной компании я смог использовать новую информацию, полученную мной в ходе обучения	1	2	3	4	5
Е17. Во время моей стажировки в принимающей зарубежной компании я смог помочь в решении проблем, основываясь на своих предпринимательских знаниях и умениях.	1	2	3	4	5
Е18. Во время моей стажировки в принимающей зарубежной компании я приобрел необходимые навыки для внедрения новых знаний о бизнесе в практику деятельности той организации, в которой я работаю в России	1	2	3	4	5

Замечания и комментарии респондента:

Общее понимание (определение приведено в Приложении)

Оцените степень своего согласия / несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

	Совершенно не согласен				Полностью согласен
E20. Преподаватели и я сходились во мнении о том, что в учебном процессе имеет наибольшую ценность.	1	2	3	4	5
E21. Преподаватели и я имели примерно равный управленческий опыт.	1	2	3	4	5
E22. Преподаватели и я были склонны решать проблемы схожим или одинаковым образом.	1	2	3	4	5
E23. Преподаватели и я понимали друг друга во время разговора.	1	2	3	4	5
E24. В общении между преподавателями и мной не возникало неловкостей	1	2	3	4	5
E25. Преподаватели и я осознавали значимость процесса передачи знаний, а также того, что эта передача является взаимной	1	2	3	4	5
E26. Супервизор из зарубежной принимающей компании и я сходились во мнении о том, что в процессе стажировки имеет наибольшую ценность.	1	2	3	4	5
E27. Супервизор из зарубежной принимающей компании и я имели примерно равный управленческий	1	2	3	4	5

опыт.					
Е28. Супервизор из зарубежной принимающей компании и я были склонны решать проблемы схожим или одинаковым образом.	1	2	3	4	5
Е29. Супервизор из зарубежной принимающей компании и я понимали друг друга во время разговора.	1	2	3	4	5
Е30. В общении между супервизором и мной не возникало неловкостей	1	2	3	4	5
Е31. Представители принимающей компании и я осознавали значимость процесса передачи знаний, а также того, что эта передача является взаимной	1	2	3	4	5

Замечания и комментарии респондента:

Сложности в коммуникации (определение приведено в Приложении)

Е40 Общаться с преподавателями мне было…

(*выберите один ответ*)

1. очень легко
2. скорее легко
3. скорее сложно
4. очень сложно.

Е41. Общаться с супервизором из зарубежной принимающей компании мне было…

(*выберите один ответ*)

1. очень легко
2. скорее легко
3. скорее сложно
4. очень сложно.

E42 Совместная работа с преподавателями мне…

(*выберите один ответ*)

1. нравилась, я к ней стремился
2. скорее нравилась, но я к не стремился
3. не нравился, я часто старался ее избежать
4. крайне не нравилась и имела место только в том случае, если у меня не было выбора.

E43 Совместная работа с супервизором из зарубежной принимающей компании мне…

(*выберите один ответ*)

1. нравилась, я к ней стремился
2. скорее нравилась, но я к не стремился
3. не нравилась, я часто старался ее избежать
4. крайне не нравилась и имела место только в том случае, если у меня не было выбора.

Замечания и комментарии респондента:

Внутренняя мотивация (определение приведено в Приложении**)**

Оцените степень своего согласия /несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

	Совершенно не согласен				Полностью согласен
E50. Мне нравится получать знания, связанные с бизнесом и управлением.	1	2	3	4	5
E51. Чем сложнее приобретать знания, связанные с бизнесом и управлением, тем больше удовольствия я получаю от их усвоения.	1	2	3	4	5

Е.52. Мне нравится узнавать что-то абсолютно новое на тему ведения бизнеса и управления.	1	2	3	4	5
Е53. Мне важно чувствовать, что я получаю личную пользу от усвоения знаний, связанных с бизнесом и управлением.	1	2	3	4	5
Е54. Мне интересно понять, каких высот я могу достичь в овладении знаниями, связанными с бизнесом и управлением.	1	2	3	4	5
Е55. Мне комфортнее, когда я имею возможность устанавливать свои собственные цели, касающиеся получения знаний, связанных с бизнесом и управлением.	1	2	3	4	5

Замечания и комментарии респондента:

Внешняя мотивация (определение приведено в Приложении)
Оцените степень своего согласия / несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

	Совершенно не согласен				Полностью согласен
Е60. Я поставил перед собой задачу повышения уровня дохода, и я знаю, насколько он вырастет после получения знаний, связанных с бизнесом и управлением.	1	2	3	4	5

E61. Меня сильно мотивируют деньги, которые я смогу зарабатывать в том случае, если я получу знания, связанные с бизнесом и управлением.	1	2	3	4	5
E62. Я поставил перед собой задачу карьерного роста, и я знаю, какую должность я могу занять после получения знаний, связанных с бизнесом и управлением	1	2	3	4	5
E63. Получая знания, связанные с бизнесом и управлением, я хочу, чтобы окружающие люди смогли оценить мои способности, на практике	1	2	3	4	5
E64. Меня очень мотивирует возможность общественного признания моих бизнес-способностей как результат получения знаний, связанных с бизнесом и управлением.	1	2	3	4	5
E65. Мне важно чувствовать, что я получаю что-то важное, необходимое для меня в процессе приобретения знаний, связанных с бизнесом и управлением.	1	2	3	4	5

Замечания и комментарии респондента:

Компетентность коммуникации – передача знаний (определение приведено в Приложении)

Оцените степень своего согласия / несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

	Совершенно не согласен				Полностью согласен
E70. Преподаватели, читавшие нам лекции, хорошо владели английским языком.	1	2	3	4	5
E71. Во время чтения лекций, преподавателям, как правило, удавалось донести ключевой смысл, что позволяло легко понять все остальное	1	2	3	4	5
E72. Во время чтения лекций, преподавателям удавалось удерживать внимание аудитории	1	2	3	4	5
E73. Письменная речь преподавателей была сложна для понимания.	1	2	3	4	5
E74. Преподавателям удавалось ясно выражать свои мысли.	1	2	3	4	5
E75. Устная речь преподавателей во время лекций была сложной для понимания.	1	2	3	4	5
E76. Преподаватели, как правило, высказывались емко и лаконично, не было нужды по многу раз переспрашивать	1	2	3	4	5
E77. Супервизор из зарубежной принимающей компании хорошо владел английским языком.	1	2	3	4	5
E78. Супервизору из	1	2	3	4	5

зарубежной принимающей компании, удавалось донести ключевой смысл, что позволяло легко понять все остальное					
E79. Супервизору из зарубежной принимающей компании удавалось удерживать внимание аудитории	1	2	3	4	5
E80. Письменная речь супервизора из зарубежной принимающей компании была сложна для понимания.	1	2	3	4	5
E81. Супервизору из зарубежной принимающей компании удавалось ясно выражать свои мысли.	1	2	3	4	5
E82. Устная речь супервизора из зарубежной принимающей компании была сложной для понимания.	1	2	3	4	5
E82. Супервизор из зарубежной принимающей компании, как правило, высказывался емко и лаконично, не было нужды по многу раз переспрашивать	1	2	3	4	5

Замечания и комментарии респондента:

Компетентность коммуникации – усвоение знаний (определение приведено в Приложении)

Оцените степень своего согласия / несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

	Совершенно				Полностью

	не согласен				согласен
E90. Лично я восприимчив к потребностям других людей.	1	2	3	4	5
E91. Лично я обращаю внимание на то, что мне говорят другие люди.	1	2	3	4	5
E92. Лично я являюсь хорошим слушателем.	1	2	3	4	5
E92. Со мной легко общаться.	1	2	3	4	5

Замечания и комментарии респондента:

Достоверность источника знаний (определение приведено в Приложении)

Оцените степень своего согласия / несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

	Совершенно не согласен				Полностью согласен
E100. Тому, что говорили преподаватели, можно доверять	1	2	3	4	5
E101. Преподаватели являются людьми открытых взглядов, отличаются восприимчивостью и непредвзятостью	1	2	3	4	5
E102. Преподаватели имеют солидный опыт.	1	2	3	4	5
E103. Преподаватели являются экспертами в своем деле.	1	2	3	4	5
E104. Преподаватели имеют хорошую педагогическую подготовку.	1	2	3	4	5
E105. Преподаватели являются людьми, заслуживающими	1	2	3	4	5

доверия.					
Е106. Я приложил(а) все усилия, чтобы наладить эффективную коммуникацию с преподавателями	1	2	3	4	5
Е107. Тому, что говорил супервизор из принимающей компании, можно доверять	1	2	3	4	5
Е108. Супервизор из зарубежной принимающей компании является человеком открытых взглядов, отличается восприимчивостью и непредвзятостью.	1	2	3	4	5
Е109. Супервизор из зарубежной принимающей компании имеет солидный опыт.	1	2	3	4	5
Е110. Супервизор из зарубежной принимающей компании является экспертом в своем деле.	1	2	3	4	5
Е111. Супервизор из зарубежной принимающей компании имеет хорошую подготовку в качестве наставника (коуча).	1	2	3	4	5
Е112. Супервизор из зарубежной принимающей компании (как человек) заслуживает доверия	1	2	3	4	5
Е113. Я приложил(а) все усилия, чтобы наладить эффективную коммуникацию с супервизором из принимающей компании	1	2	3	4	5

Замечания и комментарии респондента:

Раздел F. (вопросы, связанные с влиянием / ролью организационного обучения в рамках президентской программы) .

Оцените степень своего согласия / несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

	Совершенно не согласен				Полностью согласен
F1 Я улучшил свои знания о бизнесе в результате участия в президентской программе.	1	2	3	4	5
F2. Мне удалось распространить полученные знания среди коллег.	1	2	3	4	5
F3. У меня не раз возникали возможности рассказать руководству моей организации о моем опыте участия в президентской программе.	1	2	3	4	5
F4. Руководство моей организации готово поддержать меня в продолжении обучения.	1	2	3	4	5
F5. Я получил поощрение (рост дохода или повышение в должности) в результате участия в президентской программе.	1	2	3	4	5
F6. Президентская программа помогла мне достичь своих собственных, личных целей.	1	2	3	4	5
F7. Я считаю, что президентская программа помогла работе моей организации.	1	2	3	4	5

Замечания и комментарии респондента:

Раздел G: (вопросы об обеспеченной устойчивой созданной стоимости для организации)

Оцените степень своего согласия / несогласия с нижеследующими утверждениями по 5-балльной шкале, где 1 балл соответствует показателю «совершенно не согласен», а 5 баллов – показателю «полностью согласен»

	Совершенно не согласен				Полностью согласен
G1. Полученные мной знания принесли ощутимую пользу организации, в которой я работаю	1	2	3	4	5
G2. Знания, которые я получил в рамках президентской программы, оказались применимы к условиям той организации, в которой я работаю.	1	2	3	4	5
G3. Полученные знания были понятны и подходили для моих коллег в России.	1	2	3	4	5
G4. Мои способности к внедрению новаций и сила убеждения повлияли на моих коллег и руководство компании	1	2	3	4	5
G5. И финансовые показатели, и организационная культура компании, в которой я работаю, улучшились.	1	2	3	4	5
G6. Внедренные предложения по оптимизации работы имеют долгосрочный положительный эффект для компании, в которой я работаю.	1	2	3	4	5
G7. В результате моего участия в	1	2	3	4	5

президентской программе, в компании, в которой я работаю, изменился устоявшийся способ ведения бизнеса					

Замечания и комментарии респондента:

Приложение к разделу Е. (определения)

10. **Передача знаний** – «передача знаний от источника (передатчика, консультанта) с целью ее усвоения и применения рецепиентом (клиентом)».
11. **Способность усвоения** – «способность реципиента осознать ценность внешней информации, интериоризировать ее и использовать в практической деятельности» Источник: Szulanski (1996).
12. **Общее понимание** – «степень, в которой источник и реципиент разделяют ценности работы, нормы, философию, подходы к решению проблем и схожий предыдущий опыт работы». Источник: Nelson and Cooprider (1996), Gerwin and Moffat (1997).
13. **Сложности в коммуникации** – «эмоционально вымученные, отдаленные отношения между источником и реципиентом». Источник: Szulanski (1996).
14. **Внутренняя мотивация** – «получение удовлетворения, лежащего в содержании самой деятельности» Источник: Amabile et al (1994).
15. **Внешняя мотивация** – « получение удовлетворения, не зависящего от содержания самой деятельности». Источник: Amabile et al. (1994).
16. **Компетентность коммуникации – передача знаний** – «способность источника четко выражать свои мысли, иметь хорошие речевые навыки и быть легким для понимания». Источник: Monge et al. (1982).
17. **Компетентность коммуникации – усвоение знаний** – «способность реципиента слушать, быстро реагировать на сообщения и быть внимательным». Источник: Monge et al. (1982).
18. **Достоверность источника знаний** – «отношение реципиента к источнику с точки зрения различных аспектов, в т.ч. его надежности и компетентности». Источник: Grewal et al. (1994) and McCroskey et al. (1974).

Appendix IV: Questionnaire for advised organisations in English and Russian

Date of completion of the questionnaire: dd/mm/yyyy

Section A:

A1. Name of the respondent: (first name, patronymic, family name)
A2 Gender of the respondent

1. male
2. female

A3. Age group of the respondent

1. 30 and under
2. 31-35
3. 36-40
4. 41-45
5. 46-50
6. 51-55
7. 56-60
8. 61 and over

A4. Organisation's

4. legal name
5. trade name (If applicable)
6. other

A 5. Year of participation in the traineeship in the framework of the Netherlands Presidential Programme ……..(year)
A 6. Respondent's position in the organisation (select a single option)

1. owner / sole proprietor
2. owner-manager
3. partner
4. shareholder
5. director
6. deputy-director
7. manager
8. line-/departmental manager
9. Employee
10. other _______________

A7 Gender of owner / general manager of the organisation:

1. Male 2. Female

A8 Respondent's first appearance in the company was in ……. (year)

Section B: Organisational characteristics

B1. Federal District / Region:

B2. Located in city, town, village:

B3. Type of goods or services delivered: (select a single option)

1. Mineral resources
2. Agriculture and food production Fishery
3. Industrial production goods
4. Construction
5. Logistics
6. Healthcare
7. Education
8. Retail / Tourism
9. Telecommunication
10. Automotive
11. Trading
12. Business services / consultancy
13. Other (please specify)

B4. Model of operation (select a single option)

1. production
2. processing
3. extraction
4. wholesale/retail (trading)
5. non-financial services
6. financial services

B 5. Legal status: (select a single option)

1. Sole-proprietorship
2. Limited Liability Company
3. Partnership
4. Association
5. Cooperative
6. Joint Stock Comp
7. Other (please specify)

B6. Year of foundation of the organisation: (YYYY)

B6a. Interdependence (if any) (select a single option)

1. Holding comp
2. Parent org
3. Foreign org
4. State org
5. Bank / financial org

29. 6. Other (please specify)

B7. Number of employees in the Organisation: (select a single option)

1. <10
2. 11-25
3. 26-50
4. 51-100
5. 101-250
6. 251-500
7. 501>

B 8. Category of turnover in RUR (select a single option)

1. < 5 m
2. 5 – 10 m
3. 10-25 m
4. 25-50 m
5. 50-100 m
6. 100 m.>

Section C:

	weak			strong		
C 1: The influence of the Russian culture on the organisation's culture	1	2	3	4	5	n/a
C 2: The influence of the Leaders'/managers' culture on the organisation's culture	1	2	3	4	5	n/a
C 3: The influence of the male/female staff composition on the organisation's culture	1	2	3	4	5	n/a
C 4: The influence of foreign (non-Russian) workers on the organisation's culture	1	2	3	4	5	n/a
C 5: The influence of the connections/cooperation with global	1	2	3	4	5	n/

(Western & Asian) business partners on the organisation's culture						a

Please indicate to what extent each of the components mentioned bellow affect the culture within your organisation using a 5-point scale (where 1 means very weak and 5 means very strong)

C 7 The organisation's environment is

	Yes, absolutely				Absolutely No
Progressive	1	2	3	4	5
Supportive	1	2	3	4	5
Stabile	1	2	3	4	5
Disruptive	1	2	3	4	5
Laisser-faire	1	2	3	4	5
Chaotic	1	2	3	4	5
Other (please specify)	1	2	3	4	5

Section D: Questions concerning the influence of Organisational culture (OC) on the knowledge transfer process

D1. Which of the options mentioned below describes the dominant style of management in your organisation (select a single option)

6. Authoritarian / top-down
7. Directive / giving orders
8. Consultative / asking for opinions
9. Participative / shared decision preparation
10. Delegation / judged by the results only.

D2. Which of the options below describes the dominant style of the (internal communication in your organisation (select a single option)

1. Black box / no exchange of information
2. Selective with a selected number of employees only
3. Representative, only through heds of department / managers.

4. Limitation/ censured information for all employees
5. Transparency all information in full available for employees

D 3. Acceptance and readiness of implementation for new ideas and innovations? Please answer using a 5-point scale (where 1 means "strongly disagree" and 5 means "strongly agree")

	I strongly disagree				I strongly agree
1.Totally open for new ideas and innovation from outside sources (or) we constantly implement new ideas and innovations, developed internally)	1	2	3	4	5
2. Partly open to other employees and other departments	1	2	3	4	5
3. We share innovations with suppliers and distributors	1	2	3	4	5
4. We share innovations with the business sector and through media.	1	2	3	4	5
5. We prefer the way we use to do the business	1	2	3	4	5
6. We don't share innovations with the outside world and them with confidentiality for ourselves	1	2	3	4	5

D4. In your personal opinion the level of trust among employees in their own department is

(select a single option)

11. Very high
12. High
13. Normal
14. Somewhat low
15. Very low

D 5. In your personal opinion the level of trust of employees with other departments in the organisation is: (select a single option)

11. Very high
12. High
13. Normal
14. Somewhat low
15. Very low

D 6. Please grade the readiness for sharing knowledge by your personal opinion using a 5-point scale (where 1 means very low and 5 means very high)

	Very low				Very high
Between employees	1	2	3	4	5
Between employees and managers	1	2	3	4	5
Between managers and employees	1	2	3	4	5
With outside partners	1	2	3	4	5

D 7. Please grade the existence of the issues mentioned below using a 5-point scale (where 1 means very low and 5 means very high)

	Very low				Very high
Work conflict	1	2	3	4	5
Separation	1	2	3	4	5
Corruption	1	2	3	4	5
Nepotism (clientism)	1	2	3	4	5
Conflict of interests	1	2	3	4	5
Lack of communication and/or teamwork	1	2	3	4	5

D8. What is your estimation of the distribution of the levels of education of the total workforce in your organisation?;

1. Low level (……%) 2. Medium level (…..%) 3 Higher level (…..%)

BOX: Comments / Remarks by the respondent

Section E:

Please answer the questions concerning the influence of entrepreneurs/ managers and consultants roles & styles in the knowledge transfer process using a 5-point scale (where 1 means Strongly disagree and 5 means strongly agree)

	I strongly disagree				I strongly agree
E1. The overall goals of the knowledge transfer were communicated to the employees in your organisation	1	2	3	4	5
E2. There is a trustful relationship between employees and managers in your organisation	1	2	3	4	5
E2b The consultants were accepted as trustworthy and professional	1	2	3	4	5
E3. The managers in your organisation were supportive to incoming knowledge transfer	1	2	3	4	5
E4. The f experience brought in by foreign consultants in your organisation was accepted and implemented	1	2	3	4	5
E5. The external Consultant's experience in your organisation was valuable, accepted and implemented	1	2	3	4	5
E6. There was a distance in culture with the consultant in your organisation	1	2	3	4	5
E7. The consultant was dedicated and ready to learn about Russian environment and culture.	1	2	3	4	5
E8. The consultant was dedicated to rich to common understanding	1	2	3	4	5
E9. The consultant was accessible	1	2	3	4	5

to/available for the employees					

E10. Were consultants communication (language) skills satisfactory.

	Yes, absolutely	Yes, to some extent	Neither Yes nor No	Mostly No	Absolutely No
1. in Russian language	1	2	3	4	5
2. in English language	1	2	3	4	5
3. with interpreter	1	2	3	4	5

E11. How would you describe the styles / characteristics of Consultants /Foreign advisors? Please choose up to two options from the list below:

1. Directing
2. Coaching
3. Supporting
4. Delegating

E12 and E13. Please answer the questions below using a 5-point scale (where 1 means Strongly disagree and 5 means strongly agree)

	I strongly disagree				I strongly agree
E 12. The consultant and/or the organisation management was able to convince the employees in the importance of the presented knowledge, in a powerful mode	1	2	3	4	5
E 13. During the diffusion process of knowledge transfer, there was a situation of dependence between the consultant and recipient	1	2	3	4	5

BOX: Comments / Remarks by the Respondent:

Section F. Questions concerning the impact (role) of organisational learning during and after the advisory sessions.

Please answer the questions below using a 5-point scale (where 1 means "strongly disagree" and 5 means "strongly agree")

	I strongly disagree				I strongly agree
F1. There was an open, receptive attitude from the employees to the consultants	1	2	3	4	5
F2. It was necessary to interfere by the management to improve employee's attitude towards the consultant	1	2	3	4	5
F3. The management was prepared to coop with and react on external challenges (disturbances)	1	2	3	4	5
F4. The Consultant also learnt from the local environment and business solutions	1	2	3	4	5
F5. The chosen way of transferring the knowledge had a certain impact on the performance of the organisation	1	2	3	4	5
F6. There was a change in the configuration of factors (e.g. cooperation, efficiency, profitability) over time and in the environment, during the knowledge transition	1	2	3	4	5

BOX: Comments / Remarks by the respondent:

Section G: (questions on ensured sustainable created value for the organisation)

Please answer the questions bellow using a 5-point scale (where 1 means "strongly disagree" and 5 means "strongly agree")

	I strongly disagree				I strongly agree
G1. The organisation benefitted from the knowledge transferred by the consultant	1	2	3	4	5
G2. The knowledge provided by the consultant was applicable for the organisation	1	2	3	4	5
G3. The knowledge provided by the consultant was understandable and feasible for the staff					
G4. The way of "doing things" was changed by the introduction and convincing power of the consultant	1	2	3	4	5
G5. There was an improvement in the organisation's results in both organisational and financial sphere?	1	2	3	4	5
G6. The implemented improvements created sustainable value for the organisation in the longer term?	1	2	3	4	5
G7. If necessary for the organisation a consultant will be invited again	1	2	3	4	5

BOX: Comments / Remarks by the respondent:

Дата заполнения анкеты: дд / мм / гггг _________________

Раздел А:

А1. Имя респондента: (фамилия, имя, отчество, фамилия)

____

А2 Пол респондента

1. Мужской
2. Женский

А3. Возраст респондента

1. 30 и меньше
2. 31-35
3. 36-40
4. 41-45
5. 46-50
6. 51-55
7. 56-60
8. 61 и старше

А4. Информация об Организации

1. юридическое название _______________
2. фирменное наименование (если имеется) ________________
3. другое

А5. Год участия в стажировке в рамках Президентской Программы

Нидерландов ______ (год)

А6. Роль респондента в организации (выберите один вариант)

1. владелец / частный предприниматель
2. владелец-менеджер
3. партнер
4. акционер
5. директор
6. заместитель директора

7. менеджер

8. линейный менеджер (обеспечивающий основной производственный процесс)

9. сотрудник/рабочий

10. другое _______________

A7. Пол владельца / генерального менеджера организации:

- Мужской
- Женский

A8. Год начала работы респондента в организации ____ (год)

Раздел B: Описание Организации

B1. Федеральный округ / регион ______________

B2. Местонахождение (город, село): _________________

B3. Тип товаров или услуг, предоставляемых организацией (выберите один вариант)

- Минеральные ресурсы
- Сельское хозяйство и производство продуктов питания
- Рыболовство
- Производство промышленных товаров
- Строительство
- Логистика
- Здравоохранение
- Образование
- Розничная торговля / Туризм
- Телекоммуникации
- Автомобильная промышленность
- Торговля
- Бизнес-услуги / консультации
- Другое (пожалуйста, уточните)

B4. Тип работ выполняемых организацией (выберите один вариант)

1. Производство
2. Обработка
3. Экстракция (добывание)
4. Оптовая / розничная торговля (торговля)
5. Нефинансовые услуги
6. Финансовые услуги

B5. Правовой статус организации (выберите один вариант)

1. Частное предприятие
2. Общество с ограниченной ответственностью
3. Партнерство
4. Ассоциация
5. Кооператив
6. Открытое акционерное общество
7. Другое (пожалуйста, уточните) _______________

B6. Год основания организации _______ (год)

B6A. Взаимозависимость с другими организациями (если таковая имеется) (выберите один вариант)

- Холдинговая компания
- Головная организация
- Иностранная организация
- Государственная организация
- Банк / финансовая организация
- Другое (пожалуйста, уточните)

B7. Количество сотрудников в организации (выберите один вариант)

1. <10
2. 11-25
3. 26-50
4. 51-100
5. 101-250
6. 251-500

7. 501>

B8. Размер годовой выручки организации в рублях (выберите один вариант)

1. <5 млн
2. 6-10 млн
3. 11-25 млн
4. 26-50 млн
5. 51-100 млн
6. 101 млн и более

Раздел С: **Пожалуйста, оцените, в какой степени каждый из компонентов, приведенных ниже, влияют на управленческую культуру в вашей организации. Используйте 5-балльную шкалу (где 1 означает очень слабое влияние и 5 - очень сильное)**

С1: Влияние российской культуры на культуру организации	1	2	3	4	5	н/п
С2: Влияние культуры лидеров / менеджеров на культуру организации	1	2	3	4	5	н/п
С3: Влияние доли мужчин/женщин среди персонала на культуру организации	1	2	3	4	5	н/п
С4: Влияние иностранных (не русских) работников на культуру организации	1	2	3	4	5	н/п
С5: Влияние связей / сотрудничества с глобальными бизнес партнерами (западными и азиатскими) на культуру организации	1	2	3	4	5	н/п

C7. Пожалуйста, оцените состояние внешней среды организации *(оцените применимость каждой из приведенных характеристик, используя 5-балльную шкалу (где 1 означает абсолютное несоответствие и 5 означает абсолютное соответствие)*

	Абсолютно нет				Да, абсолютно
Идеальная для прогресса	1	2	3	4	5
Благоприятная	1	2	3	4	5
Стабильная	1	2	3	4	5
Попустительская	1	2	3	4	5
Разрушительная	1	2	3	4	5
Хаотичная	1	2	3	4	5
Другая (какая) ____________	1	2	3	4	5

Ваши комментарии к данному разделу

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Раздел D: Вопросы, касающиеся влияния организационной культуры на процесс передачи знаний

D1. Какой из перечисленных ниже вариантов в наибольший степени соответствует стилю управления, принятому в вашей организации (выберите один вариант)

- Авторитарный / «управление сверху вниз»
- Директивный / «раздача указаний»
- Консультативный / «обращение за советом»
- Прямое участие / «совместный поиск решений»
- Делегирующий / «оценка только по результатам»

D2. **Какой из приведенных вариантов соответствует стилю внутренней коммуникации, принятому в организации** (выберите один вариант)

- Черный ящик / обмен информацией затруднен

- Избирательный / обмен информацией только с избранным кругом сотрудников
- Представительный / только через руководителей департаментов / менеджеров
- Ограниченный / выборочная информация для всех сотрудников
- Прозрачный / вся информация в полном объеме доступна сотрудникам

D3. **Пожалуйста укажите, в какой степени вы согласны с каждым из перечисленных ниже утверждений, касающихся возможностей для реализации новых идей и инноваций в вашей организации.** Используйте 5-балльную шкалу (где 1 означает «категорически не согласен» а 5 -«полностью согласен»)

	категорически не согласен				полностью согласен
1. Мы абсолютно открыты для новых идей и инноваций из внешних источников (или) мы постоянно внедряем новые идеи и инновации, разработанные внутри организации	1	2	3	4	5
2. Частично открыты для других сотрудников и других отделов	1	2	3	4	5
3. Мы делимся инновациями с поставщиками и дистрибьюторами	1	2	3	4	5
4. Мы делимся инновациями с бизнес-сектором, а также через средства массовой информации	1	2	3	4	5
5. Нас устраивает выбранный нами способ ведения бизнеса	1	2	3	4	5
6. Мы не делимся инновациями с внешним миром и сохраняем конфиденциальность	1	2	3	4	5

D4. Как вы думаете, каков уровень доверия между работниками в пределах одного отдела в вашей организации?

(выберите один вариант)

- Очень высокий
- Высокий
- Нормальный
- Низкий
- Очень низкий

D5. **Как вы думаете, каков уровень доверия между работниками разных отделов вашей организации?** (выберите один вариант)

16. Очень высокий
17. Высокий
18. Нормальный
19. Низкий
20. Очень низкий

D6. **Пожалуйста, оцените уровень готовности работников и менеджеров вашей организации делиться знаниями.** Используйте 5-балльную шкалу («1» означает очень низкий уровень готовности, 5 - очень высокий)

	очень низкий				очень высокий
Между работниками	1	2	3	4	5
Между работниками и менеджерами	1	2	3	4	5
Между менеджерами и работниками	1	2	3	4	5
С внешними партнерами	1	2	3	4	5

D7. **Пожалуйста, оцените частоту возникновения перечисленных проблем/ситуаций в вашей организации.** Используйте 5-балльную шкалу (где «1» означает очень низкую частоту, а 5 - очень высокую)

	очень низкая				очень высокая
Рабочие конфликты	1	2	3	4	5
Увольнения	1	2	3	4	5

Коррупция	1	2	3	4	5
Непотизм (клиентелизм)	1	2	3	4	5
Конфликт интересов	1	2	3	4	5
Отсутствие коммуникаций и/или командной работы	1	2	3	4	5

D8. Каков уровень образования работников вашей организации. Пожалуйста, укажите долю работников, имеющих…

- Начальное образование (____%)
- Среднее образование (____%)
- Высшее образование (____%)

Ваши комментарии к данному разделу

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Раздел Е: *Пожалуйста, ответьте на вопросы, касающиеся влияния ролей и стилей управления, исповедуемых предпринимателями / менеджерами и консультантами, на процесс передачи знаний. Согласитесь или не согласитесь с приведенными высказываниями, используя 5-балльную шкалу* (где «1» означает “категорически не согласен” и 5 означает “полностью согласен”)

	категорически не согласен				полностью согласен
Е1. Общие цели передачи знаний были доведены до сведения работников организации	1	2	3	4	5
Е2. В вашей организации существуют доверительные отношения между работниками и менеджерами	1	2	3	4	5
E2b. Консультанты были восприняты как надежные и профессиональные	1	2	3	4	5
Е3. Менеджеры вашей организации оказывали поддержку передаче знаний и	1	2	3	4	5

одобряли действия консультантов					
E4. Советы и рекомендации, предложенные зарубежными консультантами, был приняты и внедрены в организации	1	2	3	4	5
E5. Опыт внешнего консультанта был ценным, принят и реализован в организации	1	2	3	4	5
E6. Передаче знаний препятствовала «культурная дистанция» между консультантом и организацией	1	2	3	4	5
E7. Консультант был заинтересован в новом опыте и хотел узнать больше о российской действительности и культуре	1	2	3	4	5
E8. Консультант был заинтересован в достижении общего понимания новых целей и задач, стоящих перед организацией	1	2	3	4	5
E9. Консультант был всегда доступен для сотрудников организации	1	2	3	4	5

E10. Были ли коммуникативные (языковые) способности консультанта удовлетворительными?

	Точно нет				Точно да
1. На русском языке	1	2	3	4	5
2. На английском языке	1	2	3	4	5
3. С переводчиком	1	2	3	4	5

E11. **Как бы вы описали стили / характеристики поведения консультантов? Выберите не более двух вариантов ответа**

1. Жесткий управляющий
2. Советчик
3. Помощник
4. Делегирующий полномочия

E12 и E13. **Пожалуйста, оцените следующие высказывания, используя 5-балльную шкалу** (где 1 означает «категорически не согласен» и 5 означает «полностью согласен»)

	категорически не согласен				полностью согласен
E12. Консультанту и/или руководству организации удалось убедить сотрудников в ценности передаваемого знания	1	2	3	4	5
E13. В процессе передачи знаний сложилась ситуация зависимости между консультантом и получателем	1	2	3	4	5

Ваши комментарии к данному разделу

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Раздел F. Вопросы, касающиеся характера организационного обучения во время и после консультативных сессий

F1-F6. **Пожалуйста, согласитесь или не согласитесь со следующими высказываниями, используя 5-балльную шкалу** (где 1 означает «категорически не согласен», а 5 означает «полностью согласен»)

	категорически не согласен				полностью согласен
F1. Сотрудники относились к консультанту открыто и уважительно	1	2	3	4	5
F2. Руководители вынуждены были вмешиваться, чтобы улучшить отношение работников к консультанту	1	2	3	4	5
F3. Руководство было готово реагировать на внешние вызовы (неприятности) и справляться с ними.	1	2	3	4	5

F4. Консультант почерпнул что-то полезное для себя из российской практики ведения бизнеса	1	2	3	4	5
F5. Выбранный способ передачи знаний положительно повлиял на эффективность деятельности организации	1	2	3	4	5
F6. Следствием передачи знаний стали значимые изменения многих показателей (например, готовность работников к сотрудничеству, эффективность, рентабельность) деятельности организации	1	2	3	4	5

Ваши комментарии к данному разделу

Раздел G: Вопросы, касающиеся сохранения долговременного эффекта от передачи знаний для организации

G1-G7. **Пожалуйста, согласитесь или не согласитесь со следующими высказываниями, используя 5-балльную шкалу** (где 1 означает «категорически не согласен», а 5 означает «полностью согласен»)

	категорически не согласен				полностью согласен
G1. Организация извлекла выгоду из знаний, переданных консультантом	1	2	3	4	5
G2. Знания, полученные от консультанта, были применимы для организации	1	2	3	4	5
G3. Навыки, полученные от консультанта, были понятны и доступны для работников					
G4. Способ «решать вопросы», принятый в организации, был изменен по рекомендации консультанта	1	2	3	4	5
G5. Наблюдались улучшения в результатах	1	2	3	4	5

деятельности организации - как в организационной и в финансовой сферах.					
G6. Внедренные изменения создали устойчивую ценность для организации в долгосрочной перспективе	1	2	3	4	5
G7. При необходимости (для организации) консультант будет приглашен снова	1	2	3	4	5

Комментарии респондентов

Appendix V: Guide for Focus Group discussion and in-depth interviews in English and Russian

Introduction

Please, tell a little about yourself and your organisation, its sector of activity, number of employees, financial results, trends of recent years (5 min).

Management style implementing in the organisation (10 min)

What management style is adopted at your organisation (authoritarian, delegating, etc.)? What are you guided by when making a choice in favour of one or another style? What do you think, what influence does Russian culture have in general? What management style is preferred by the leader / manager? Does the proportion of male and female employees affect the management style? What about employees from different age groups? Russians/non-Russians? What effect does the existence of connections / cooperation with foreign companies have? How is the process of learning (primarily internal) organised? How willingly do the workers / managers share their knowledge and skills?

The circumstances of applying to consultants (10 min)

What were the circumstances of applying to consultants? How did you become aware about that opportunity? Did you have any doubts in the appropriateness of the invitation? How did you feel at the time about what the cooperation with international consultants / trainers would give to your organisation? Would it create any new advantages and / or new difficulties (especially in terms of organisation of the business operations)?

Content of the consultant's work (30 min)

Please, tell us about the tasks assigned to the consultant. Was there a common understanding of what were the limits of the consultant's competence and what they could help with?

Who was interacting with the consultant? Who was creating their schedule?

Was there a necessity to conduct an additional training for the employees? Was it necessary to intervene for achieving respect? How ready were they to accept and trust?

Has the consultant been perceived as a professional? Could he find a common language, choose the right words to "ignite" the audience with a common cause? How would you describe the style of the consultant's behaviour?

Please describe the process of knowledge and experience transfer from a foreign consultant to you and your colleagues. Was there anything that prevented successfully absorption of new knowledge and approaches to business? What, on the contrary, simplified the process of assimilation?

Were there barriers in understanding due to the cultural distance between the consultant and employees? Was the consultant available for the employees and for you? Were there any difficulties in understanding of what the foreign consultant wanted to convey to you? Did the language barrier hinder? What about different cultural and managerial experience? Organisational culture and management practices? Previously learned ways of "doing business", making decisions and solving problems?

How significant were the differences between you and the foreign consultants/trainers - in regard to the previous managerial experience; the amount of knowledge; the approaches to business management?

How would you rate the level of knowledge of a foreign consultant / business trainer in terms of their compliance with the realities of the Russian business? Please give examples of conformances or discrepancies.

Please, evaluate how aware the foreign consultants / business trainers were about the Soviet command-administrative system, the conditions of work in it and the "consequences" of its existence in the current Russian business environment?

Were the consultants themselves interested in Russian experience? Did they want to "dive" into the culture?

Perception of the results of cooperation (30 min)

If summarizing your interaction with consultants - what are the difficulties you (or average Russian manager) may encounter when working with foreign consultants / business trainers? What do you think are the reasons of these difficulties? Why Russian managers cannot always find a common ground with foreign partners? What are the pitfalls for doing business easily?

What do you think, are Russian companies working with foreign partners ready to share with them management experience and business knowledge? Do they have the unique experience and knowledge that can be demanded by foreign companies? Please, give examples.

Is the level of business knowledge in the Russian and foreign companies always unequal (not in favour of Russian companies), and the position in the learning process not balanced (foreigners patronize)? Please, give examples.
What did you like the most and the least in collaboration with foreign consultants / trainers? Did anything happen, that, for sure, could happen in a purely Russian management team? Please, describe the differences in the work of a team in which there are foreigners, and a team composed exclusively of Russians.
What do you think, what qualities and skills should have the average Russian manager in order to improve the efficiency of cooperation with foreigners? What they lack, what should they work on first?
What qualities and skills should have a foreign partner to achieve big successes in Russia? What should they change in themselves?
What do you personally have learned / gained from working with a foreign consultant / trainer? What do you think, what experience gained the foreign consultants / trainers from the cooperation with you and your colleagues (as representatives of another business culture)?
What do you think could you not only learn, but also "teach" foreign consultants to the rules of doing business in Russia? Is it a universal experience working all over the world, or the Russian Know-How? Please, give examples.

The long-term effect of the cooperation (15 min)

Do you think that your company was able to achieve long-term positive effect from the cooperation with foreign consultants? What good and bad did the cooperation give to your organisation? What exactly is the positive / negative effect? Has the established "order of things" been changed? Please, give examples.
Were you able to increase sales / profitability of the company as a result of cooperation with the consultants? To Learn to introduce innovative products / services, launch new business processes? To master the new technologies? Get detailed information about the situation on the market, competitors, prices, market trends around the world? Please, give examples.
Could the company acquire new customers or at least determine the circle of potential customers thanks to the cooperation with the consultants? Make useful contacts in the business community, government, the influential sectorial organisations?

What did that cooperation give you personally? Have you changed your habits, accepted the management techniques? Did you change your style of doing business?
Taking into account all costs and revenues incurred by your organisation for the period of cooperation with the foreign consultant, to what extent are you satisfied with the overall results? Would you be ready to repeat the experience of inviting a consultant? To what extent does that form of knowledge sharing applicable nowadays? What would you change in it?

Гайд для фокус-групповой дискуссии

Введение. Расскажите немного о себе, о своей организации. Отрасль деятельности, количество сотрудников, финансовые результаты, тенденции последних лет (5 мин)

Стиль управления, принятый в организации (10 мин)

Какой стиль управления принят в вашей организации? (авторитарный, делегирующий и пр.) Чем вы руководствуетесь, делая выбор в пользу того или иного стиля? Как вы считаете, какое влияние оказывает российская культура в целом? Стиль управления, предпочтительный для лидера / менеджера? Влияет ли соотношение мужчин/женщин? Работников разного возраста? Россиян/не россиян? Какое влияние оказывает наличие связей / сотрудничества с иностранными компаниями?

Как организован процесс обучения (в первую очередь, внутреннего)? Насколько охотно работники / менеджеры делятся знаниями и умениями?

Обстоятельства обращения к консультантам (10 мин)

Каковы были обстоятельства обращения к консультантам? Откуда вы узнали о такой возможности? Сомневались ли в целесообразности приглашения? Как вы считали на тот момент, что даст вашей организации сотрудничество с иностранными консультантами / тренерами? Создаст ли новые преимущества и / или новые трудности (в первую очередь, с точки зрения организации работы бизнеса)?

Содержание деятельности консультанта (30 мин)

Расскажите о задачах, которые были поставлены перед консультантом. Было ли единое понимание, чем может помочь консультант и каковы границы его компетенции.

Кто взаимодействовал с консультантом? Кто выстраивал график его деятельности?

Была ли необходимость в дополнительном инструктаже для работников, нужно ли было вмешиваться, чтобы добиться уважительного отношения? Насколько они были готовы воспринимать, доверять?

Воспринимался ли консультант как профессионал? Мог ли он находить общий язык, подбирать правильные слова для того, чтобы «зажечь» аудиторию общим делом? Как бы вы описали стиль поведения консультанта?

Опишите, как происходила передача знаний и опыта от иностранного консультанта к вам и ваши коллегам? Было ли что-то, что мешало успешно усваивать новые знания и подходы к ведению бизнеса? Что, наоборот, упрощало процесс усвоения?

Возникали ли барьеры в понимании, вследствие наличия культурной дистанции между консультантом и работниками? Был ли консультант доступен для работников / для вас? Возникали ли трудности в понимании того, что хочет до вас донести иностранный консультант? Мешал ли языковой барьер? Разный культурный и управленческий опыт? Организационная культура и методы управления? Ранее усвоенные способы «вести дела», принимать решения и решать проблемы?

Насколько существенными были различия между вами и иностранными консультантами / тренерами – в предшествующем управленческом опыте? В объеме знаний? В подходах к управлению бизнесом?

Как бы вы оценили уровень знаний иностранного консультанта / бизнес-тренера с точки зрения их соответствия реалиям российского бизнеса. Пожалуйста, приведите примеры соответствий или несоответствий.

Оцените, насколько иностранные консультанты / бизнес-тренеры были осведомлены о советской командно-административной системе, условиях работы в ней и «последствиях» ее существования в нынешней российской бизнес-среде?

Были консультанты сами заинтересованы в российском опыте? Хотели ли погрузиться в культуру?

Восприятие итогов сотрудничества (30 мин)

Резюмируя ваше взаимодействие с консультантами - С какими трудностями можете столкнуться вы (или среднестатистический российский управленец), сотрудничая с иностранными консультантами / бизнес-тренерами? Как вы считаете, каковы причины возникновения этих трудностей? Почему у российских менеджеров не всегда получается найти общий язык с иностранными партнерами? Что мешает легкому ведению бизнеса?

Как вы думаете, готовы ли российские компании, работающие с иностранными партнерами, делиться с ними управленческим опытом и бизнес-знаниями?

Обладают ли они уникальными опытом и знаниями, которые могут быть востребованы у иностранных компаний? Приведите примеры.

Всегда ли уровень бизнес-знаний в российских и иностранных компаниях неравен (не в пользу российских компаний), а позиции в процессе обучения не сбалансированы (иностранцы относятся покровительски)? Пожалуйста, приведите примеры.

Что вам больше всего и меньше всего понравилось в сотрудничестве с иностранными консультантами / тренерами? Происходило ли что-то, чего точно не могло случиться в чисто российской управленческой команде? Охарактеризуйте различия работы в рабочем коллективе, в котором есть иностранцы, и в коллективе, состоящем исключительно из россиян?

Как вы считаете, какими качествами и навыками должен обладать среднестатистический российский управленец для того, чтобы повысить эффективность сотрудничества с иностранцами? Чего им недостает, над чем нужно работать в первую очередь?

А какими качествами и навыками должен обладать иностранный партнер, чтобы добиться больших успехов в России? Что он должен в себе изменить?

Что лично вы усвоили/получили от работы с иностранным консультантом / тренером? Как вы считаете, какой опыт получили иностранные консультанты / тренеры от сотрудничества с вами и вашими коллегами (как представителями иной культуры бизнеса)?

Как вы считаете, удалось ли вам не только научиться, но и «научить» иностранных консультантов правилам ведения бизнеса в России? Это универсальный опыт, работающий по всему миру, или российское ноу-хау? Пожалуйста, приведите примеры.

Долговременный эффект от сотрудничества (15 мин)

Как вы считаете, удалось ли вашей компании достичь долговременного положительного эффекта от сотрудничества с иностранными консультантами? Что хорошего и плохого дало сотрудничество вашей организации? В чем именно заключался положительный/отрицательный эффект? Удалось ли изменить сложившийся «порядок вещей»? Приведите примеры.

Удалось ли повысить продажи / прибыльность компании по итогам сотрудничества с консультантами? Научиться внедрять инновационные продукты/услуги, запустить новые бизнес-процессы? Освоить новые технологии?

Получить детальную информацию о ситуации на рынке, конкурентах, ценах, тенденциях развития рынка во всем мире? Пожалуйста, приведите примеры.

Удалось ли компании приобрести новых клиентов благодаря сотрудничеству с консультантами? Или хотя бы определить круг потенциальных клиентов? Завести полезные знакомства в бизнес-кругах, властных кругах, влиятельных отраслевых организациях?

Что дало это сотрудничество лично вам? Изменили ли вы свои привычки, переняли методы управления? Изменили ли стиль ведения бизнеса?

Принимая во внимание все издержки и расходы, которые понесла ваша организация за время сотрудничества с иностранным консультантом, насколько вы в целом удовлетворены результатом? Были бы вы готовы повторить опыт приглашения консультанта? Насколько сейчас эта форма обмена знаниями применима? Что бы вы в ней изменили?

Appendix VI: List of tables, charts and figures

Tables

Charts

Figures

Appendix VII: Third party research: PUM-NL, GIZ-GER and "Presidential Programme" RF

Pioneering Real-time Impact Monitoring and Evaluation

PRIME

CBI and PUM contribution to development: insights from the online surveys

November 2016 **www.primepartnership.nl**

What is the intervention logic of CBI and PUM?

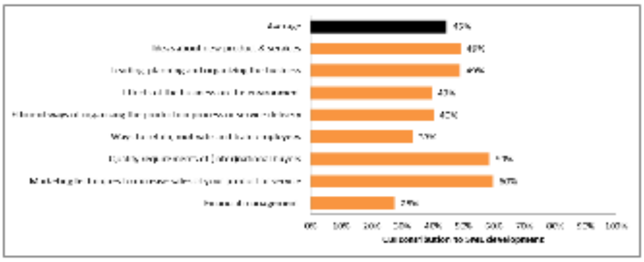
CBIs aims to contribute to sustainable economic development in developing countries through the expansion of the exports from these countries. To do so, CBI provides advice, counselling and market information to Small and Medium size enterprises (SMEs) in order to facilitate exports and sector growth. PUM wants to contribute to sustainable economic development in low income countries through knowledge transfer to SMEs, the promotion of business links with Dutch firms and, to a smaller extent, by facilitating small grants.

This support is expected to improve the performance of these SMEs in o turnover, profits, employment, sustainability and/or exports. However, this process takes time. In the short term the support is expected to be measurable by the adoption of improved business practices that result from the support of the PUM experts to the firms.

Is this supported by evidence?

In 2014 and 2016, PRIME collected data through an on-line survey to SMEs. Based on the answers to only two questions on ten different business management areas – Have your business practices changed in this area? Is this change influenced by CBI/PUM support? – a Contribution Score is computed that is indicative of effectiveness. And, it permits comparison between support institutions. We find that the Contribution scores correlate positively with the increase in profits in the SMEs.

The figure present contribution scores per area, and indicates that CBI has highest effectiveness in addressing 'quality requirements of international buyers' and improving 'marketing techniques', while PUM is especially effective in improving 'Ideas about new products' and 'Efficient ways of organising the production process. The support of both CBI and PUM is less effective in improving financial management of the SMEs.



Pioneering Real-time Impact Monitoring and Evaluation

PRIME

Analysis of monitoring data on business development support to small and medium enterprises (2013-2014) - PUM

December 2015

www.primepartnership.nl

Impact evaluation of private sector support is vital to ensure effectives and continuous learning.
All Dutch Private Sector Development (PSD) organisations are responsible for evaluating the effects of their work. While impact evaluations are most often commissioned for accountability purposes, it is also a tool for learning about the effects of interventions. Real-time monitoring data helps managers and stakeholders to understand how and why effects are, or are not, realised and helps to refine intervention strategies.

PRIME has developed an approach to evaluate private sector support that is useful for accountability and learning.
The Centre for the Promotion of Imports from Developing Countries (CBI), the Foundation Netherlands Senior Experts (PUM), the Agricultural Economics Research Institute (LEI Wageningen UR) and the Erasmus School of Economics (ESE) have developed a joint programme to pioneer impact evaluation methods of support to small and medium enterprises in developing countries. PRIME's yearly monitoring of outcomes in all supported companies is complemented by quantitative and qualitative research in six countries.

PRIME collects time-series data through PUM's monitoring and evaluation system.
Time-series datasets are constructed with data on the key indicators of firm clients in order to verify key assumptions in PUM's intervention logic (Figure 1). The selection of indicators is harmonised as much as possible with other studies and kept to a minimum. These time-series datasets will enable us to compare the firm before and after the support has started. Of course, the observed differences in outcomes in each firm cannot be directly attributed to PUM. Other external factors, such as economic and political circumstances, may influence issues such as the uptake of new firm practices or the realisation of profits. Only with several years of data collection in successive cohorts of supported firms we will have data that permits to compute attributable average effects of CBI support. Meanwhile, however, this yearly information on the changes in indicators in (groups of) firms can be used to understand differences and heterogeneity of effects and, doing so, enable "real-time monitoring" to improve the support interventions. As such PRIME generates data for both accountability and learning.

Fit for Partnership with Germany

Das Managerfortbildungsprogramm des
Bundesministeriums für Wirtschaft und Technologie

Deutschland - Russland

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

Gefördert durch:
Bundesministerium für Wirtschaft und Technologie
aufgrund eines Beschlusses des Deutschen Bundestages

Das bilaterale Programm zur Fortbildung von Führungskräften der Wirtschaft der Russischen Föderation

Bilaterale Vereinbarungen zwischen beiden Staaten

Dynamische Wirtschaftspartnerschaft gestalten

Fit for Partnership: Kompetenzen und Kontakte

1. Management-Training

2. Lernort Unternehmen

3. Geschäftsanbahnung

Programmablauf

Teilnehmer werden

Das Programm in Deutschland

Langfristige Partnerschaft

Global Campus 21

Finanzierung

Fit für das Russlandgeschäft

Fit for Partnership with Germany

Das bilaterale Programm zur Fortbildung von Führungskräften der Wirtschaft der Russischen Föderation

Das Managerfortbildungsprogramm ist ein Instrument der Außenwirtschaftsförderung mit dem Ziel der Intensivierung der deutsch-russischen Wirtschaftsbeziehungen. Unter dem Motto „Training for Partnership with Germany" bereitet es Führungskräfte aus der russischen Wirtschaft gezielt auf die Geschäftsanbahnung und Wirtschaftskooperation mit deutschen Unternehmen vor – zum Nutzen für beide Seiten. Die Bundesrepublik Deutschland und die Russische Föderation unterstützen mit dem Programm die wirtschaftliche Zusammenarbeit beider Länder, wobei insbesondere die Förderung von kleinen und mittelständischen Unternehmen im Fokus steht.

Bilaterale Vereinbarungen zwischen beiden Staaten

Bereits seit 1998 nehmen Führungskräfte aus russischen Unternehmen am Managerfortbildungsprogramm teil. Grundlage ist eine bilaterale Vereinbarung zwischen dem Bundesministerium für Wirtschaft und Technologie (BMWi) und dem Ministerium für wirtschaftliche Entwicklung der Russischen Föderation, welche am 15. Juli 2010 für weitere drei Jahre bis Ende 2013 verlängert wurde. Das Managerfortbildungsprogramm wurde als deutscher Beitrag zum nationalen russischen Präsidentenprogramm entwickelt.

Das Präsidentenprogramm wird seit 1997 mit dem Ziel der Modernisierung der russischen Wirtschaft durchgeführt. Es umfasst in der Regel eine einjährige, berufsbegleitende Weiterbildung für junge Führungskräfte in den Bereichen Wirtschaft und Management. Mittlerweile haben mehr als 55.000 russische Unternehmensvertreter am Präsidentenprogramm teilgenommen. Über 4.500 nutzten anschließend die Chance zu einer weiteren Fortbildung in Deutschland. Damit ist Deutschland der wichtigste ausländische Partner im Präsidentenprogramm.

Die Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH ist im Auftrag des BMWi Mandatar des deutschen Programmbeitrags. Durchführender Partner auf russischer Seite ist das Föderale Ressourcenzentrum zur Organisation der Fortbildung von Führungskräften für die russische Volkswirtschaft (FRZ), das vom Ministerium für wirtschaftliche Entwicklung der Russischen Föderation beauftragt wurde.

Dynamische Wirtschaftspartnerschaft gestalten

Die positive und ausgeglichene Entwicklung des Außenhandelsvolumens zwischen Deutschland und der Russischen Föderation verdeutlicht die intensive Handelspartnerschaft zwischen den beiden Ländern. Traditionell wird eine verlässliche und langfristige Kooperation anstrebt. Deutschland exportiert nach Russland vor allem Maschinen und Anlagen sowie chemische Erzeugnisse, aber auch Nahrungsmittel und landwirtschaftliche Erzeugnisse. Importartikel aus Russland sind vor allem Energieträger, Metalle und Metallerzeugnisse. Deutschland ist der zweitwichtigste Handelspartner Russlands weltweit.

Um die Abhängigkeit von Energie- und Rohstoffexporten zu vermindern, strebt die russische Regierung die Modernisierung und vor allem Diversifizierung der eigenen Wirtschaft an. Dies ist nur mit einem leistungsfähigen Mittelstand und gut qualifizierten Arbeitskräften möglich. Hier kann auch das Managerfortbildungsprogramm einen Beitrag leisten. Bereiche wie Energieeffizienz, Gesundheitswirtschaft oder Logistik bieten vielfältige Kooperationsmöglichkeiten.

Fit for Partnership: Kompetenzen und Kontakte

Das Managerfortbildungsprogramm ermöglicht es den Teilnehmern, den deutschen Markt kennen zu lernen, Geschäftsbeziehungen zu deutschen Firmen zu knüpfen und langfristige Partnerschaften aufzubauen. Maßgeschneiderte Trainings dienen der Stärkung individueller Managementkompetenzen. Fachgespräche in Unternehmen vermitteln gute Beispiele deutscher Geschäftspraxis. Direkte Geschäftskontakte bieten den Zugang zum deutschen Markt.

1. Management-Training
In interaktiven und praxisorientierten Trainings eignen sich die Teilnehmer die interkulturellen Besonderheiten der deutschen Geschäftskultur an und verbessern ihr geschäftliches und professionelles Auftreten sowie ihre Verhandlungstechniken. Die Trainings werden modular aufgebaut und bereiten auf Kooperationen mit deutschen Unternehmen vor.

2. Lernort Unternehmen
Die Teilnehmer besuchen erfolgreiche deutsche Unternehmen. Sie führen vertiefende Fachgespräche mit deutschen Führungskräften zu Themen der internationalen Kooperation wie Vertragsmanagement, Qualitätsmanagement oder Personalmanagement. Aus erster Hand erhalten sie Praxiswissen deutscher Unternehmer, lernen die deutsche Unternehmenskultur kennen und sehen moderne Technik und Ausrüstung vor Ort. Dadurch vertiefen die Teilnehmer die zuvor erworbenen Managementkompetenzen und profitieren vom Erfahrungsaustausch mit ihren deutschen Kollegen.

3. Geschäftsanbahnung
Mit potenziellen Geschäftspartnern führen die Teilnehmer direkte Kooperationsgespräche. Sie haben Gelegenheit, sich selbst, ihre Produkte und Unternehmen zu präsentieren. Voraussetzung für den Erfolg dieser Gespräche ist, dass die russischen Führungskräfte bereits im Vorfeld des Programms potenzielle Geschäftspartner identifizieren und ihre Marktchancen realistisch einschätzen.

PROGRAM EFFICIENCY EVALUATION

Tasks to measure efficiency:

For recipients:
- Regional and federal authorities
- Trainees
- Trainees' companies

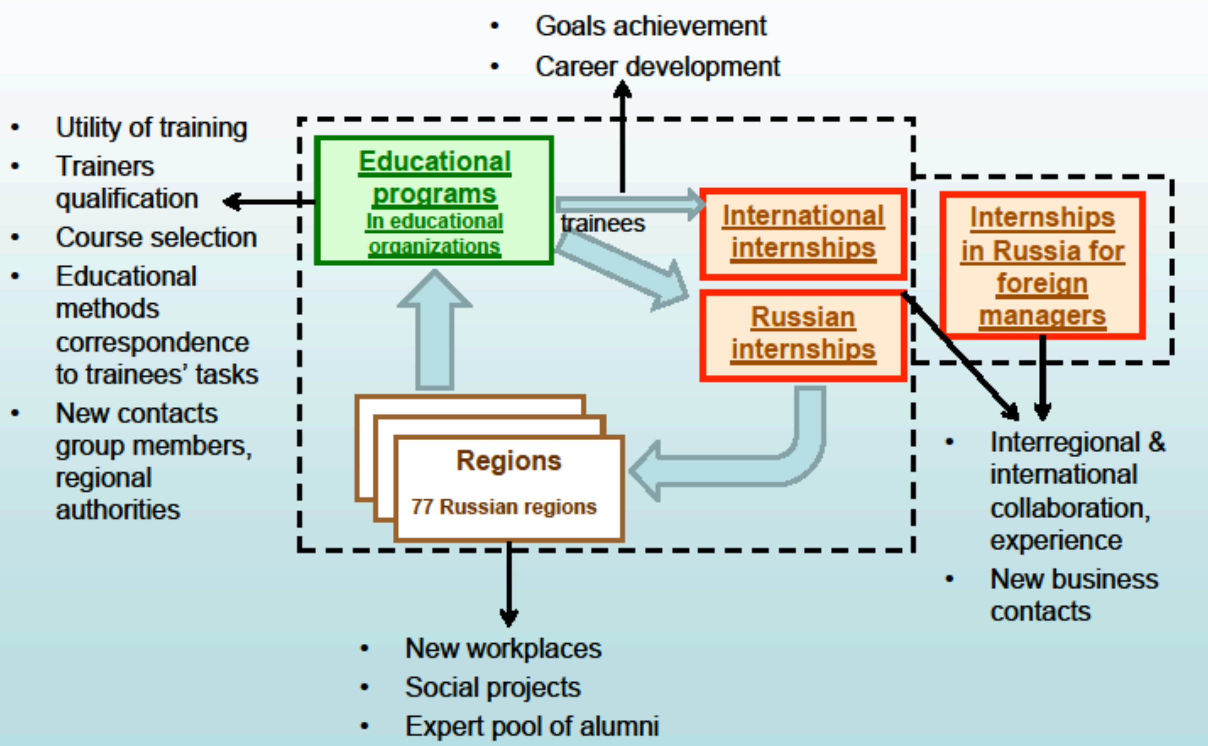
Of processes:
- Attraction of applicants
- Education
- Internship (for foreign managers in Russia, for Russian managers abroad)
- Postprogram work with alumni

Methods

- Polls (applicants, trainees, trainees' bosses, graduates)
- Expert interviews, focus-groups, business games (participants including regions representatives and graduates)
- Mass media content-analysis

Main data corpus is collected on-line via Modeus

Efficiency indicators



SURVEY DESIGN: GROUPS, QUESTIONS

All applicants
- Goals
- Career development

Unsuccessful applicants as control group in future surveys

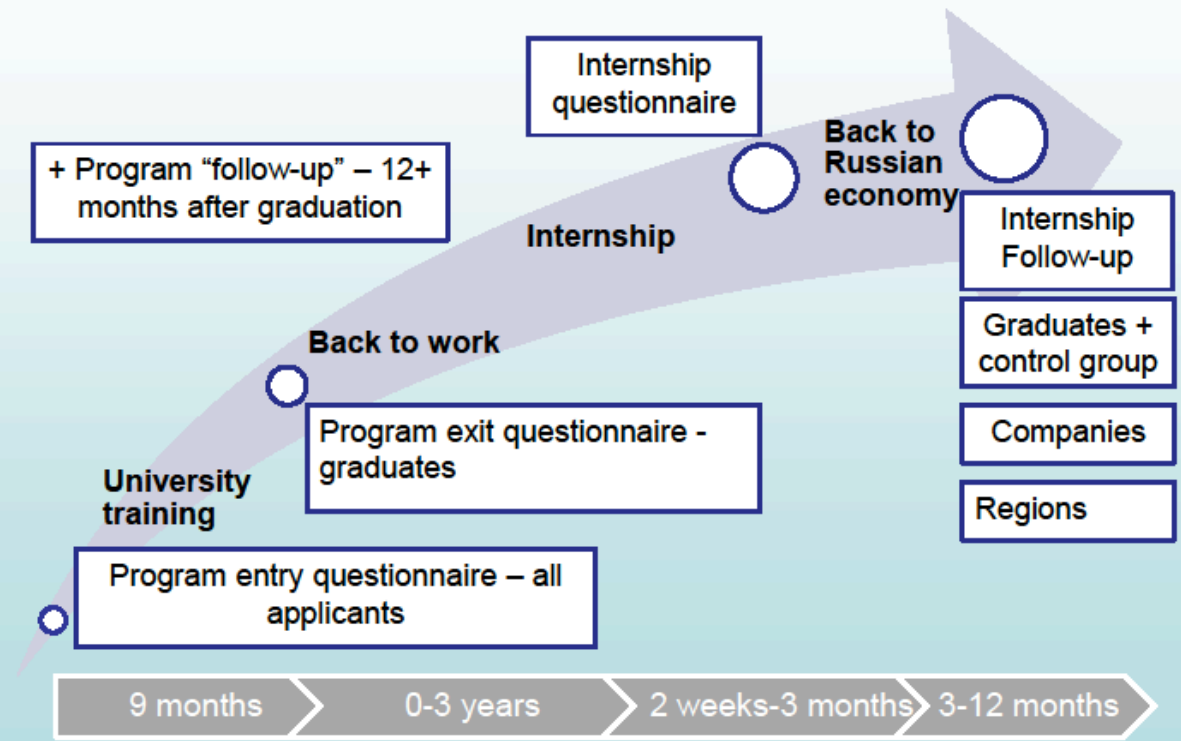
Trainees
- Goals
- Career development
- Program evaluation (knowledge actuality, applicability)

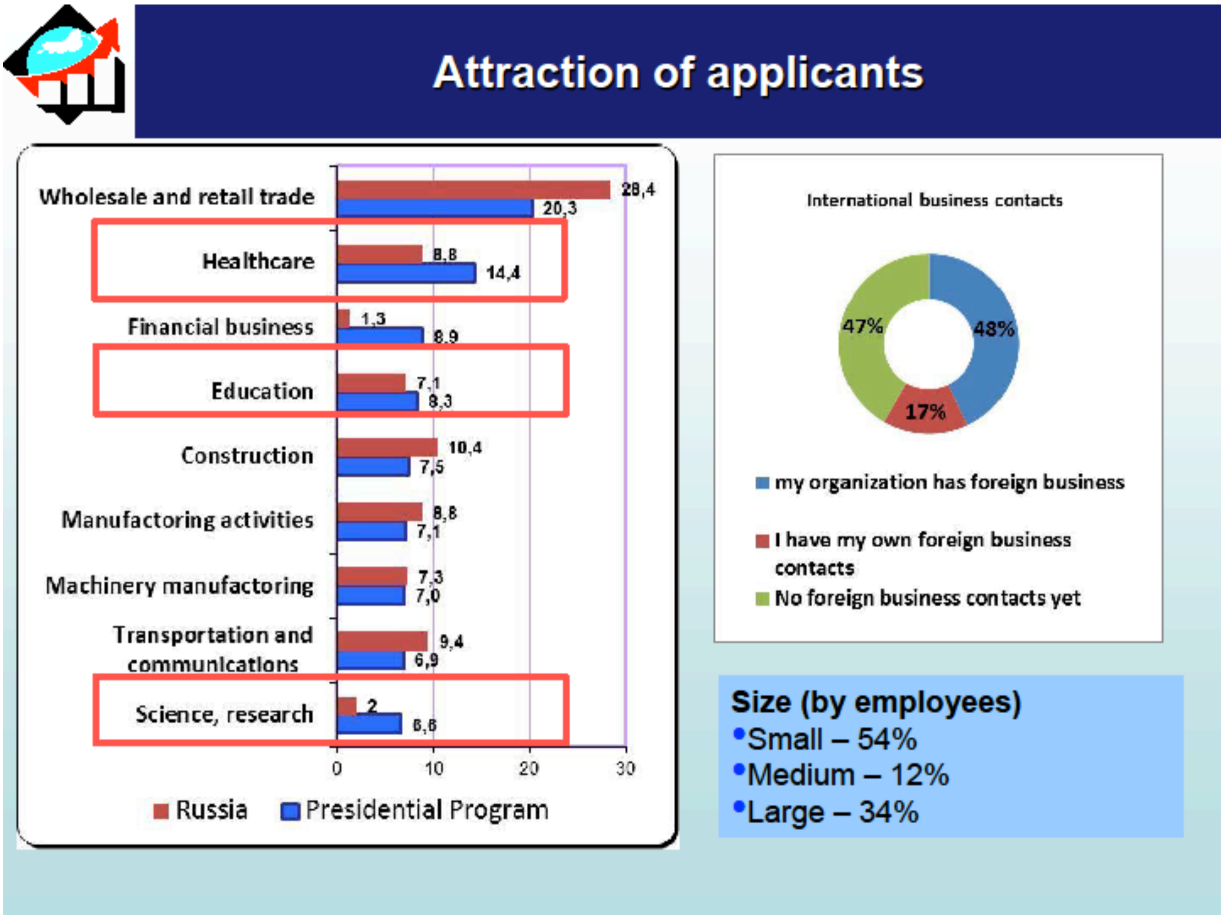
Trainees' bosses (companies)
- Success due to the Program
- Economic outcomes due to the Program

Regions
- Social effects
- Expert network

Graduates
- Program evaluation
- Career development
- Business contacts rigidity

SURVEY DESIGN: TIMETABLE




Attraction of applicants
Wholesale and retail trade
28,4
20,3
Healthcare
8,8
14,4
Financial business
1,3
8,9
Education
7,1
8,3
Construction
10,4
7,5
Manufactoring activities
8,8
7,1
Machinery manufactoring
7,3
7,0
Transportation and communications
9,4
6,9
Science, research
2
6,6
0
10
20
30
Russia
Presidential Program
International business contacts
47%
48%
17%
my organization has foreign business
I have my own foreign business contacts
No foreign business contacts yet
Size (by employees)
•Small – 54%
•Medium – 12%
•Large – 34%

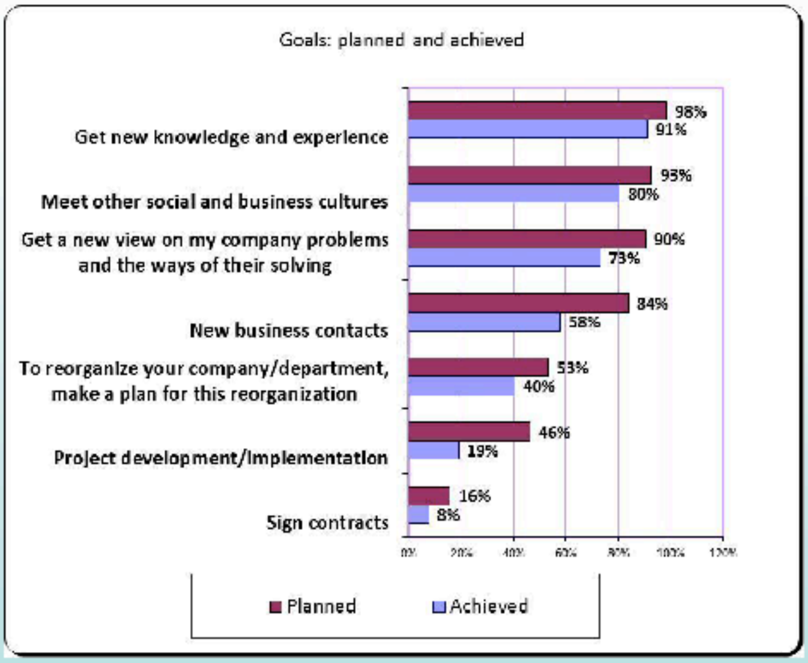
Data analysis on internships

Country of internship	Number of respondents
Germany	447
Netherlands	16
Norway	5
Finland	29
France	31
Japan	61

Not enough data

Main data - 2009-2010

Goals for internship



Some goals are hard to achieve, but some – change during the internship.

2009-2010

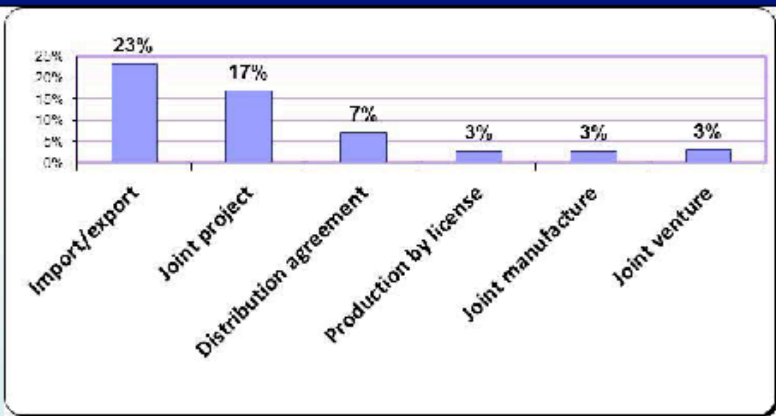
Goals for internship achievement

Achieved goals, %	Netherlands	Finland	France	Japan	Germany	*All*
Get new knowledge and experience	100	93,1	84,6	93,4	92,6	91,5
Meet other social and business cultures	100	89,7	96,2	90,2	75,9	80,5
Get a new view on my company problems and the ways of their solving	62,5	82,8	50	90,2	74,9	73,3
New business contacts	81,3	44,8	76,9	50,8	60,6	57,9
Make a plan to reorganize your company/department	37,5	37,9	26,9	41	42,8	40,5
Project development/implementation	56,3	13,8	26,9	13,1	20	19
Sign contracts	12,5	3,4	7,7	4,9	9,1	7,6

- easy (green) - medium (yellow) - hard (red)

2009-2010

International business contacts



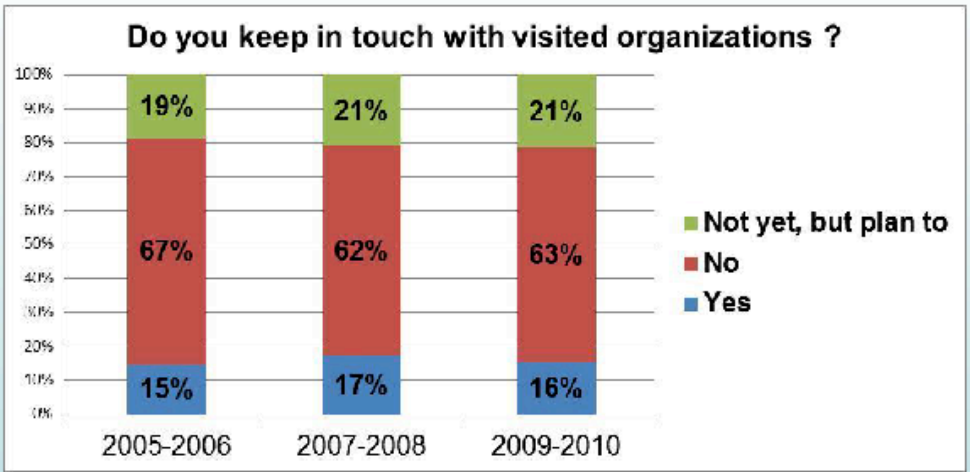
2009-2010

Contacts gained	Netherlands	Finland	France	Japan	Germany	*All*
Import/export	43,8	13,8	30,8	23	27,4	25,4
Joint project	56,3	24,1	23,1	18	15,3	17,1
Distribution agreement	6,3	3,4	15,4	3,3	8,1	7,1
Joint venture	6,3	3,4	3,8	4,9	3	3
Production by license	0	3,4	0	0	3,7	2,6
Joint manufacture	6,3	0	0	0	3,7	2,6

Economic effects

2010

Social effects: international business contacts



Follow up seminars after internship in Germany, 2009-2010

Appendix VIII: Consultant's Authoritative Toolkit for Knowledge Transfer Application (TKTA)

Derived and adapted from Tiwana (2000, 2002), Fink & Ploder (2009) and Jashapara (2011)

A1: ***Analyse the existing knowledge position and structure***.

- Do you consider the organisation information and/or knowledge intensive?
- Would it be possible to actually use knowledge, competencies, best practices and skills in the organisations in a better way than they are used nowadays?
- What types of knowledge are critical for this organisation's competitiveness?
- What are the top-three types of knowledge for the home organisation, to be able to answer the previous question?
- What benefits do you think the organisation can gain if it improves the ways in which it organises and reuses existing skills and experiences?
- Would you be able to claim and to express that the organisation is process or function oriented?
- How would you characterise the internal structure of the organisation?
- Is authority in the organisation decentralised to the department- or team level?
- Can you declare that the majority of departments or teams in the organisation have a substantial freedom to act and have a result-oriented responsibility for their own, bottom line results?
- Are functional disciplines rather team-based than job-based in the organisation?
- In the organisation, is the composition of departments and teams directed by a balanced mix of competencies for the processes and projects at hand?
- Is the organisation depending on the competences and knowledge, inclined in the employees, the organised processes and the technology structure?
- For the organisation, how important are these employees, organised processes and technological enablers?
- How do you describe the culture in the organisation: open, trustful, sharing, competitive, hostile or disruptive?
- Does the organisation's culture support internal competition?
- To create synergy and cohesion in the organisation, will it be possible to bring together multiple employees and stakeholders in a single team and let them collaborate effectively?

- How is the organisation's reward scheme directed? i.e. orientation on individual or team performance, or maybe a combination?
- Are you aware of the organisation's objectives and strategic goals?
- What are the needed processes, identified by the organisation, to achieve long-term goals?
- Can you present a single reason, why knowledge transfer processes could not work in the organisation?
- Is the organisation's senior management solely focussed on the financial performance, the planning and organisation of the growth in future or both?
- Is the organisation responsible for obtaining and creating additional value in the work processes? Are employees rewarded if they do so?
- Are you aware of the organisation's limitations of the available equipment and software infrastructure?
- Is the organisation willing and able to invest in needed additional infrastructure?

Part A2: ***Alignment of Knowledge Management and Knowledge Transfer processes with the Organisation's Strategy.***

- There is no single or exclusive *One Right Way* to implement KM and KT. Effective KM and KT depends on the adaptation to the organisational context.
- To agree first on a working definition of knowledge. A consensual definition, agreed on by all employees involved in the organisation is essential for a common understanding and adaptation.
- Process focus instead of a technology focussed orientation is critical to the processed information and knowledge, both explicit and tacit. Clearly defined business problem or project is essential. In some situations you have to live with the fact that there are *no* hard data available to measure the results of KM and KT, then, accept the more *soft* approaches like balanced scorecard and benchmarking to come to a certain *Return on Knowledge Investment (RoKI)* to qualify the effectiveness of KM and KT.
- A major part of the *explicit* knowledge can be stored and embedded in repositories, manuals, documents, databases, processes and audio and video materials. The *tacit* knowledge available in the minds of the employees is also essential to complete the full picture of all knowledge. It will include *Values, Perspectives, Experiences, Beliefs and Perceptions.* To derive and to capture the

tacit knowledge from the mindsets of employees, intensive discussions and dialogues in workgroup and teams are requested. They make the completing and critical part of knowledge, available to be implemented in KM in any strategy, directed to the knowledge of management and the processes of KT.

- Build a mechanism as a platform to share all contexts. If projects are complicated, employees from a variety of departments and teams become involved without a place to meet for discussion and decision making, collisions and blocking discussions. However, an easy accessible platform that promote and allows reflective, supportive and critical conversations and decision making among the involved participants is important. Without a platform for sharing the flow of information within the organisation the KT will be disconnected and disjointed from the essential data points.
- Start with collecting the already available knowledge in the organisation, to begin with the tangible subjects like project documentation and other reports, followed by assembling the fuzzy and *tacit* aspects of information, which reside and flows inside the organisation.
- Experience from the instalment of information supporting software systems like *Data warehouses* and *decision support systems* (DSS*)* shows that they promise a world but deliver limited value. Managers use rarely evaluated assumptions based on their held and shared believes to set the expectations regarding software support systems too high. In the organisation's dynamic environment, the assumptions often do change.
- A well documented actual and past repository of data only do not contribute to the knowledge oriented projects and initiatives. The option available to test projections and assumptions of projects to be implemented will contribute additionally to the quality of decisions. An effective KM system will allow key executives to compare scenarios and to train with what-if projections, based on parameters and expected outcomes.
- The installed KM system should reduce the transfer of chunks of information from a recipient to other employees. It is expected that the distortion and *noise* gathered in transition, will possibly influence the interpretation by the next recipient. The least distortion, the better!
- Employees are motivated by incentives, and not by organisational tools, such as a smart database or a fast intranet. The abilities to share knowledge will not convince determined employees to share knowledge and information with

colleagues, but still hold it to themselves. To solve the problem, connect the two different positions together and provide attractive incentives, likely not to be ignored.

- Accessibility and the option to contribute to the organisation's database and/or repository for nearly everyone in the organisation should be provided. The span of communication influences the ability of employees to bring the organisation in the intended position. Confidential information can be restricted and/or controlled with the KM system. If the organisation is organised internationally, keep the contributions in the original language and connect with information on the employee, who contributed.
- The option to contribute to the KM system by employees under confidentiality, without the possibility of being reprimanded, is a valuable asset. Expressions with an e.g. obscene content will be removed by the staff, in control of the KM system/ publicly distributed regulations against abuse will serve as an effective guidance.
- Actionable information, and consequently knowledge should be available from the central database and/or repository in 24/7 sequence. The accessibility of the knowledge / information is the critical determination of the level of usage, independent from the location of the user.
- An IT based KM system with a platform to post and exchange additions such as searches, answers and questions will need automatic to be refreshed at regular intervals. There should be an option for the user to deactivate the automated refreshing intervals.
- Easy navigability is essential for successful KM systems. A cryptic and difficult-to-use opening interface will gain less interest by potential users. Easy to use and easy retrieval are essential features. Efficient, straightforward and simple processes for tapping or sharing into the pool of knowledge are essential. Otherwise, employees are discouraged to contribute to or tapping from the organisation's body of knowledge.
- For a larger organisation, it is useful to keep track of what is done in other division and departments. A shared Organisation's Database should be developed to gather all *best practices* across locations. Leading organisations integrate knowledge sharing in their strategy. Support and build an organisation-wide continuous learning attitude. Stimulate, among employees the eagerness and awareness to validate creation, usage and sharing of knowledge. Human

networks are essential for sharing actual knowledge, creation of upcoming knowledge and keeping the social and human aspects of IT under control. Through distributed collaboration and decision processes knowledge and best practices are shared, tapping into the expertise of the participants.

- The active support of top-management and their understanding of the important role that knowledge will play in the future of the organisation is critical for the acceptance among employees and essential for the success of the organisation in the longer term. The top management will require hard figures on the investment for a KM system which can easily be provided. Another supporting feature is to establish the sponsorship of the top managers by the continuous involvement during the stages of design, development and implementation of the KM system. Top managers can be convinced by clear projections and deadlines even if they are not completely solidly based.
- Knowledge sharing is in first instance a function and result of the collaboration, discussions and actions of the mind. The involvement of IT and electronic communications is not a full substitution for face-to-face engagements as shown by the research of Baek, Wojcieszak and Delli Martini (2011). However, including audio and video contributions into the KM processes and infrastructure are important. If the project becomes more and more complex, an internal group of knowledgeable experts, from various parts of the organisation, should be prepared to be able to assist co-workers with the effective implementation and re-formulation of the retrieved knowledge, to be inserted into the KM system.
- Support the sharing of narratives of encountered problems, obtained solutions, positive and negative experiences by informal gatherings and channels. Making available an option to *chat* will provide the content captured by employees in a database with useful information, not easily retrievable in a standardised form.
- To capitalise on an abundance of information derived from the organisation, the knowledge stored in databases and repositories should be accessible in a useful, insightful and relevant mode. Knowledge is generally shared with groups of employees, from departments and/or project teams, all with different backgrounds, skills, responsibilities and training. Therefore, structuring the storage of knowledge will require revision and review in several sequential processes. To accomplish useful, stored content the following stages should be included: *Identification, Segmentation, Mass customisation* and an *Appropriate*

format. Check with the end users and use their feedback as a positive contribution to the usefulness and continuous improvement.

- For beginning to build a KM project in the organisation a step-by-step approach is advisable. Adding logical components after testing and pilot projects successively will gain more credibility and will overcome the deficiencies before the following extension is installed. Technology is getting more complex and sophisticated and should bring the organisation to a new level of performance. Selecting a new IT system or/and extension of the already available is not only a matter of technology. Evaluation of new options also needs the involvement of non-technical disciplines to reach a balanced decision, to be able to select organisation-wide solutions, directed to the future development of the organisation.
- The organisation's position, their basic view on the design of the KM and KT systems, the philosophy behind decreeing the mode in which usable information and/or knowledge is distributed. Several decisive choices, such as the choice for a *push* or *pull* approaches or an availability of both, to be decided by the end-user, the implementation of *filters* in a diversity of gradations, categories and levels, *selective* distribution of knowledge and the choice for a *just-in-time* or a *just-in-case approach*. Anyhow, to avoid that end-users are subject to an overflow of irrelevant twaddle of information, not to be considered as knowledge, ignore the crucial information directed to their task or organisation, become distracted and fan out to search for individual interest items.

B3 *Design and develop the infrastructure for KM and KT*

- Understand and describe the various components of the KM infrastructure.
- Identify KM sources and feeds to be integrated.
- Make a selection of IT components, suitable for design, creation, assemble and application of knowledge.
- Make a selection of the interfaces and layers, i.e. server, gateways, platform and the end-users.
- Decision on the collaborative platform: web-based or software based?
- Identify, understand and select the basic components of the intelligence layer for collaboration: data warehouses, artificial Intelligence, neural networks, expert reasoning systems, generic algorithms, case-based reasoning and rule bases.

- Optimise the granularity of the knowledge object. Balance the cost of each enabler-component versus the value-added proposition, i.e. the *pull* or *push* based distribution of knowledg,.
- Identify the right composition of suitable components for retrieval, searching and indexing.
- Knowledge attributes and tags should be created; tags for location, domain, time, form, type and product/service.
- Profiling mechanisms for distribution of knowledge should be created.
- Use the SECI or another KM model to adjust the IT infrastructure.

B4. ***Audit the available and existing knowledge assets and systems.***

- When auditing the organisation's assets of KM and KT, keep in mind that the extrapolation of the past by itself, is not able to predict the future developments as in previous events. However, as *hindsight* will be combined with *insight* in past projects, a possible indicator for the future can be provided. With decisions, critical to the organisation's processes, be careful with the use of solutions based on *hindsight* predominantly.
- Use the knowledge audit application with the six-step approach, which sequentially includes goal definitions, audit method selection, determination of the optimal outcome, implementation of the knowledge audit, assembling and documentation of existing *explicit* and *implicit* knowledge, and determination of the strategic position of the organisation within the IT infrastructure.
- Use examples to clarify guiding principles demonstrating the move of processes from a *tacit* existence to the methodological position. If the stage of the processes is not well defined, try to compare with a suitable example.
- Be selective in the application of e.g. *Bohn's* or another *framework* to measure the development and the growth of the knowledge incorporated by the organisation. On this stage of the process of KM and KT the *Balance Scorecard* (BSC) is an appropriate instrument.
- The nature of the knowledge auditing team should be cross-functional and include minimum the representatives of the following disciplines; *corporate strategy, marketing, IT systems, human resources management* and *finance.* A representative of the top management and an advocate for the development of KM and KT should participate as well. The integration function is represented

by the KM analyst who should be able to elicit both missing and already available knowledge and to advice on the categories for each part and/or cluster of knowledge to be stored.

- The existing knowledge and intangible assets are of value to the organisation. The process knowledge existing in the organisation, should be identified, evaluated and rated critically, in regard to employees, groups or communities, processes, structure and rituals.
- Install a framework for the consistent documentation of the knowledge audit outcomes, which allows for comparison in the longer term. Concentrate on the lower scores and the recognised critical and weaker areas.
- Be aware of the organisation's carefully selected *knowledge* or *k-spots* provided by the knowledge audit outcomes. A preliminary *pilot knowledge audit* will identify processes and areas which are the most beneficial parts after the introduction or enlargement of KM and KT processes.

B5. ***Design and assemble the Knowledge Management Team (KMT)***

- To develop a new or renewed KM system including KT processes, a knowledge management team, organised effectively and efficiently, is the ultimate target. Setting the IT infrastructure and the receptive culture in the readiness mode, the upcoming stage is to encourage each of the employees to act and to behave as a *manager of knowledge.* Employees shouldn't hesitate before they use, update, contribute, validate or apply within the organisation or external source. Following topics are to have in mind while a knowledge team design is in progress.
- Invite and appoint only a few key stakeholders. Participants, the representatives of disciplines such as the top management, the IT department and last but not least, the group of end-users, as the internal clients, all appointed on a rather long-term basis. To deal with changing internal and external environments, they will be the core of the team. Other team members, with specific expertise can be invited on a temporarily ticket.
- All departments, divisions teams and/or workgroups with specific demands for the beneficial implementation of the KM and KT system should be invited to design the requested KM architecture for their specific needs. Participants from the top management with an overall knowledge of the organisation and a clear

scoop on its strategic goals are requested to provide strategic guidance to the KM project.

- Select a seasoned project leader with vision and experience. His/her main task is to support the team members in aligning their contributions with the organisation's goals and to support the team's function of KM and KT to assist in resolving differences between team members in an objective manner.
- Some areas are potential failure points with limited control options for the KM process leader. Especially the influences of the top management and the demands of the (group of) end-users are critical points. Reduce optional, disruptive movements by inclusion of KM supportive executives. Try to convince (groups of) end-users to paint the advantages for their work-environment by "striking" cases.
- External consultant's task is to educate and train eligible employees to organisational skills to develop and implement and "organisation centred" KM system, not to be copied by competitor's easily. Protect the organisation's Intellectual Property rights by legally protective agreements with the dedicated employees involved.
- The structure of KM project teams should be balanced with the input and influences of both technical (IT) and management-oriented participants. It is an important task for the project leader to protect the similarity in approach and equal influences.

B6 ***Create the knowledge management architecture***

- Give priority attention to the integration of content centres, the collaborative platform, push delivery mechanisms, integrative repositories, knowledge aggregation, mining tools and the user interface options. Understanding of the architecture and the components of the KM system is a basic requisite.
- The need for the simultaneously design of both the integrative and interactive aggregation of content is evident.
- To be able to upscale the KM processes, optimisation of flexibility, scalability and performance should be addressed from the initial stage. Processing transactions, coursing short delays, are amplified to larger disruptions if the system is scaled up.

- Inter-operability at a high level is a key element in the communication and collaboration with existing and available protocols and software elements.
- Examine the options for any “build-or-buy” decision. Depending on the specific situation, there is no necessary better solution than the other for each option.
- An excellent opportunity is provided by the design and accessibility of the user interface for ensuring acceptance and usability by the (groups of) end-users. Build in synchronisation will help to create the attitude and perception that the newly installed KM system is a real asset and an easy-to-use instrument to improve the results of the organisation’s operation making it not to be avoided or by-passed.
- In some situations, it is difficult and sometimes nearly impossible to explicate the tacit knowledge possessed by employees. Turn to scope the system, specifically to the knowledge categories with the potential for optimal outcomes and opportunities and include the options for network viewpoints.
- Design the KM system with a future-proof orientation. Flexibility is a key element, not to end up with an obsolete and not applicable system, after evolvement of the business environment and/or the technologies. A future-proof prepared KM system will remain in design and structure, while change in environment, actual situation and developments in IT technology will affect only the content.

B7. Develop the Knowledge Management System (KMS)

- Be aware of and understand the 7-layer KM system architecture. In this step seven of the proposed Consultants *KT Inquiry Instruments Toolkit* the actual construction of the KM system is described. The actual layers, their performance and the functionality of each of them are crucial to the overall acceptance of the KM system. A marginalized performance of the single layer will determinate the outcome of the entire system, while the reconstruction/ replacement of such a barrier in the software, can be a constraint to be fixed at high cost. Some layers are probably already available in the organisation. Other parts should be constructed from bottom up. A line up of the layers as to be described and discussed. The end-users (clients) of the KM system in place are connected through the *Interface layer,* as the top most layer of the system architecture. Creation of an independent platform builds leverage to the Internet and enabling universal authorship. The interface layer, providing the traffic of large proportion of content, inbound and outbound, and suitable for the inclusion of audio and video files. It is advised to enable the use of several visual formats of content layouts and to support at least two or three Internet browsers.

- Especially for organisation-wide KM systems, *security* mechanisms need to be in place with only access provided for authorised employees and to be in control of the outflow and distribution of already processed and stored content and raw data.
- To bring the system from a client/server level to an agent/computing orientation mode, and bring in the intelligence in the collaboration with *the intelligence and filtering layer*. No much groundwork is required since there are available tools in the market, to insert in the KM system without intensive programming. The *intelligence and filtering layer* is driven by significant intelligent agents. Be aware of the danger of vendor claims while using and implement components or software modules for this layer. Be sure to apply qualified criteria to reach an *informed choice* position.
- To include and adapt the extant *transport layer* for integration with the *intelligence layer* and the selected applications. If the backbone of the existing network is sufficient to handle remote access from national and international location through direct connections, able to handle rich bundles of traffic, inbound and outbound. Especially from travelling representatives of the organisation and employees working from distant locations.
- *Don't rely on the mainframe legacy.* Develop and install the web-based interface accessibility by ignoring and removing incompatible platforms and inconsistent data formats.
- Integration and enhancement of the *repository layer.* Additional repositories are in need for the handling of newer and various content types, e.g. the storage of discussions in separate appropriate databases.

C8. *Install and deploy the goal-oriented Knowledge Management methodology*

- Start the actual deployment with thorough preparation and keep the following deployment *stage* essential points in the consideration.
- Scrutinize and test the developed KM system with a *pilot version* that is a representation of the applications installed with probably a tangible result and highly visible outcomes. The goal is to identify failures in the final stages, to *isolate* and to replace or repair the weak or not functioning spots.

- Use *prototypes* or *Beta variants* to involve the clients / end-users and implement the employee's (potential clients) comments to improve the look, touch and feel of the system, even before the final completion. Correction in this stage of development is rather inexpensive, compared with alterations/ modifications when the system is fully operational.
- *Implement continuous improvement of KM system* by capitalizing on the insights and experiences gained with and provided by the deployment of the system. Convert upcoming new factors into processes and be aware of the developments, especially directed towards IT components of the KM and KT systems.
- Prioritise the production of result-driven releases by highest pay-off outcomes. Building on the learning experiences from the previous phase, each following phase will build on the incremental achievements, gathered previously.
- Consider *additional costs* (non-technical and apart from costs of training and integration in work processes) for the introduction, entering and implementation of the KM system into the organisation.
- Create a *clear process of communication* with the (internal and external) clients, to explain the reasoning behind the expected outcomes of the KM system to be implanted and launched. Elucidate the changing process with actual business cases from the own organisation.
- The environment and the business processes are iteratively changing. An actual and state-of-the-art KM system will involve over time to accomplish the upcoming tasks and processes. The iterative process of improvement should not come to a stand-still.

C9. Adjust and manage the change of Organisational Culture and the remuneration system

- The KM and KT processes are in need of the instalment and the continuation of a leadership position on board level to modify the management structure, to be able to manage the KM system successfully. A number of organisations are in need (or not) of an executive manager on the role of a *Chief Knowledge Officer (CKO), which,* for sure, can be justified in larger organisations, but not a requirement for the smaller enterprises. The function of a CKO can be encompassed by an already available senior manager like the CEO or, if applicable, the CIO. To be able to function in the role of CKO, a really good understanding of the organisation's business model and the technology, enabling the drivers of the KM system, is conditional. The CKO will be at the forefront of selling and promoting the advantages of the KM approach and convince the remaining sceptics by showing the expected results of KM implementations through exiting business cases.

- From the experience, it is shown that the newly appointed CKO will be derived from the existing management or next-level executives. The CKO should be the organisational connector who is able to merge with the key stakeholders in the organisation and considering his/her organisational position and qualifications implement his/her role in the working environment of and in combination with the CEO, CIO and CFO.
- A smaller part of the KM system is originated from IT systems. A larger part of the introduction of an organisation's KM system is normally devoted to change, to turn-around or to adapt the organisation's existing culture and to have the KM approach acceptable for both the organisation's employees and management. The impact of the necessary changes in OC result in a minor impact of the influence of electronic systems and data warehousing.
- Sharing of knowledge can't be mandated or commanded and will need an encouragement by an additional reward structure that support the sharing and the use of the knowledge gathered in the organisation's KM system. The *key person* in the organisation, the so-called *Knowledge Champion* will bring all stakeholders to an agreement on the shared beliefs and expected results. If the group of stakeholders are won for the KM project, the success is within reach, even before the implementation is started.

C10. Evaluation of organisation's performance: continuous improvement of the Knowledge Management system

The intangible character of *Knowledge* makes it difficult to use *hard metrics* to evaluate the results and effectiveness of the implemented KM and KT systems. However, there are good starting approaches, which are helpful in measuring the results of the organisation's KM system from a variety of viewpoints and able to outline the contribution to the organisation's competence and the financial *bottom line* results. Use the following guidelines for the selection of KM metrics, suitable for the organisation.

- The success of the implemented KM system is measured and defined by the produced metric data to underscore the operational impact of the KM system.

Well-selected metrics serve as guidelines, indicators and instruments and are decisive both for the requested KM strategy and the further development of the KM system. The target should be the production of some, considerably *hard metrics,* applicable for direct input in the day-to-day operations, in contrast to a number of weak, uncontrollable outcomes, which cannot be confirmed. It should focus on the knowledge, which is the most valuable for the organisation, hard to copy, rare and difficult to substitute when making decisions and selecting for types of metric variables to apply, as well as should emphasize on the integration of internal and external knowledge to be measured by instruments, with impact on results in future.

- A good comparative instrument is *benchmarking,* implemented and used as a starting point, but not as a metric with strategic implementation value and limited suitability for the comparison with other organisations, inside and outside the own organisation's line of business. On the internal, organisational and operational level *benchmarking* is not a strong guide to the development of the internal KM and KT systems.
- Another instrument is the *Quality Function Deployment (QFD)*, defined as a method for developing a design quality aiming at satisfying the client and then translating the client's demand into design targets and major quality assurance points, to be used throughout the production phase (Akao & Mazur, 2003, Lockamy & Khurana, 1995). QFD is able to integrate all stakeholder's input to provide focussed directions for the improvement of the organisation's KM system. There is software, readily available in the market, to automate QFD's to a high degree. Strategic targets can be transferred to dedicated tasks, followed by the decomposition into measurable and manageable activities.
- The *Balance Score Card (BSC)* method is really useful to combine KM with technology competitiveness and strategic goals for providing metrics (Lee, Lee & Kang, 2005). The BSC assists in the translation of the KM vision into activities, the bottom-up communication of the KM strategic goals, the validation of the presented metrics and the option to analyse the long-term results of KM. The application of BSC in the organisation's KM system will establish a sturdy and close link between profitability, clients, markets, employees, outcomes and the system.

- Be aware of the *soft elements* in the organisation, taking into account that both the hard and soft elements should be measured equally, since only in combination a true picture of the organisation's wellbeing is presented.
- Put more emphasis on metrics that are able to provide additional insight in upcoming problems and deliver *early warning signals* together with metrics which provide identification of *opportunities in the future.*

The *bottom line,* represented and elaborated in the *Consultants KT Inquire Instrument Toolkit,* is the conviction that successful organisation put their knowledge to work and let it work intensively in a KM system and KT processes, well-organised and embedded in the organisation's cultural DNA.