

# Impact of Training the Management Faculty in Avant-Garde Delivery for Better Knowledge Transfer

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**Abstract-** Knowledge creation, knowledge acquisition, knowledge retention and knowledge transfer are all important in the growth of an industry. This can effectively happen if there are scheduled training programs for the trainees. The trainees come from different cultures and background constituting a heterogeneous audience with different personal, demographic, cultural and language attributes. However, with a single trainer, the matching of these attributes becomes very important. As Neuro Linguistic Programming (NLP) suggest that there needs to be proper pacing and leading to make the trainee more comfortable. This allows the trainee to be stress free and hence open to learning. "Rapport" creates the effective basis for communicating with others. Rapport is important when you want to put others at ease and make them feel more comfortable. You can maintain rapport through Pacing ( For ex: talking their language, mirroring their gestures or body positions) and Leading. Pacing is a powerful way of connecting to someone. Without pacing, all we are doing is telling people things, giving them orders or responding to information.

You get information about the world through the five senses, but you use much more than that sense to represent the world to yourself. While hearing, it involves a great deal of neurological process, storage and making sense of what is heard. Same hold good for all the other senses.

Mind has an ability to make pictures or also imagine a speech or sound and to replay or imagine physical sensation or taste and smell. All these complex forms of internal processing is called "Representational System" in NLP. Hence, the effect of multilingual instructions and the influence of communication styles in a training program are important to deal effectively with Cross-cultural trainees, their learn-ability.

**Keywords-** knowledge acquisition, knowledge management, knowledge transfer, Neuro Linguistic Programming, NLP, training program

## I. INTRODUCTION

Organizations implement new knowledge sourcing methods ( including knowledge repositories, virtual communities of practice, meetings, memos etc.) to

increase the likelihood that an individual will draw on others knowledge by reducing search and transfer costs. A focused and oriented training which may be directed to train people in the methods of acquiring knowledge or creating it, and effective way of transferring it will lead to the benefit of the organization. Hence, instead of always training the employees in the core competency areas, efforts to train the employees to transfer the acquired knowledge at individual levels or in teams will reduce the cost of knowledge transfer. Training is expensive, and is an investment. If this investment can be reduced, the outcome for the organization would be better. Today, modern management systems like NLP and de Bono's thinking systems can be applied very effectively for the knowledge workers. Gone are the days when there was only instructional system of knowledge transfer. We are now looking to a bigger ambit encompassing the behavioral aspect, psychology, and the personality types. To make an impact, it is important that the delivery system be addressed to all the heterogeneous types of learners.

## II. REVIEW OF LITERATURE

Most of the management institutions commence Knowledge Management (KM) activities by focusing on creating, identifying, collecting, consolidating, interpreting and sharing best practices or learning that need an organization-wide understanding. Organizational knowledge is available at both the physical level and at the intellectual level. Ganesh Sherman (2002).reports that, what is known or can be found out, is explicit knowledge and what is stored in the minds of the people is tacit knowledge. Explicit knowledge may be expressed in words or numbers but tacit knowledge is not visible and expressible. Literatures of Cohen and Sproul (1996), Szulanski (1996),Zander and Kogut (1995) higWight that the organizational learning and learning literature often focus on the type of knowledge transfer. Argote (1999),

Grant (1996), Wernerfelt (1984) report that organizations that can make full use of their collective expertise and knowledge are more likely to be innovative, effective and efficient in their market place. Granoveter (1973),Allen (1977),Burt (1992) advocate that relationships are important for acquisition of information A study by Borgatti and Cross (2003) have evidence that at least three enduring relational characteristics that are predictive of the behavior of information seeking i.e (1) Knowing what another person knows,(2) Valuing what another person knows in relation to one's work, and (3) being able to get timely access to that person's thinking.

A study by Janice Nadler,Leigh Thompson, and Van Boven (2003) show that contrary to popular intuition, simply having experience-in the absence of information revelation, principles, observation, or drawing analogies to other cases-is largely ineffective. Gray and Meister (2004) report that knowledge sourcing is an indirect learning behavior whereby individuals gain access to others understanding at the work environment ,mostly through language based interaction. However, the communication style and methods can also have an impact on knowledge management. The three generic forms of knowledge sourcing based on Harasim's (1989) argument states that all pedagogical techniques correspond to one of three underlying communication models, namely, one-to-one, one-to-many, and many-to-many. This necessarily requires a healthy communication style and method. The idea that an individuals cognitive structures can change as the result of communicating with others is common to several literatures including decision making, interpretation system, sense making and information processing. S. Sunderrajan, (2007) reported that in the current competitive business environment, the demand of organization compels Indian industries to rethink their vision and mission about human resource development through training and development. Training is a

systematic development of attitude and behavior pattern required from an individual in order to perform adequately. Dr.M.Srimannarayan(2006) show that a gap exist between the agreement with the issues like- trends in training, importance of the issue with respective organizations and progress made with the issue in the respective organization. A.S.Bhattacharya (2007) report that a plethora of authors advocate that training is required to meet job competence, enable rotation to duties and prepare for career upgrade. However, training the employees to acquire and transfer knowledge can be a activity which will stimulate to be a self ignited method of knowledge management and this can be largely influenced by the communication styles, methods and process. Rulke et.al ( 2000) report that the KM literature often builds on the assumption that improving employees access to knowledge has positive outcomes for all individuals. At least three separate literatures-on social networks trust, and organizational learning knowledge-have addressed aspects of the problem. Literature review shows that though a lot of research is done regarding knowledge management with respect to language, interruptions, situation and relationship, there exists a gap of understanding the effect of psychological factors in delivery system to make the knowledge delivery effective.

### **III. METHODOLOGY**

The method comprises of a experimenting on a small group of employees in a business school. Knowledge sourcing is particularly constrained by the types of tools available and the degree to which an organization's culture encourages knowledge sharing. To control for both possible confounds, data is collected from a single organization (Peter H.Gay,2004)

Experimental study was done for 14 faculty members of a management institute in India. The faculty members were requested to associate with the students for

three learning sessions on a specific topic in their domain. Some faculty members chose the subject human resources, some finance and others marketing. They were asked to identify the content for six hours. In the first week, the faculty members delivered three lectures of one hour duration accounting for 50% of the content that they had identified. After this, a feedback was taken in Likert's scales. Later, the faculty were trained to deliver the other contents. Here, the faculty was trained in the following aspects:

- 1) Using the concepts of NLP when teaching
- 2) Using bilingual delivery or multi-lingual delivery
- 3) Active participation by the learners
- 4) Designing contents which will have almost equal proportions of Audio, video and kinesthetic components.

Two demographic variables are included as alternate predictors of knowledge sourcing. Experienced employees might source knowledge because they already knew much of what they needed to know to perform well. (Tesluka and Jacob,1998) hence the respondents organizational tenure and position tenure are included as alternate predictors of knowledge management. The group is subjected to training program which is not in any domain but having a strong focus on motivating them to transfer it effectively. The learners were asked to appraise the learning process for each faculty on a Likerts scale from 1 to 10 with 1 being the lowest score(Very Bad) and 10 being the highest score( Very good). The learners ranked them on the following attributes:

1. Rapport building
2. Pace
3. Understanding the Language
4. Structure of contents
5. Understandability of concepts
6. Understandability of application
7. Interaction
8. Presentations

9. Enjoy-ability of the session
10. Class ambience

#### IV. METHODOLOGY FOR INTERPRETATION AND ANALYSIS OF DATA

A small sample size was taken from two business school in Belgaum city, India, as a case study. Only a part of the universe is studied and the conclusions are drawn. The data is interpreted by simple logic and arithmetic at present.

There were 14 faculty members and their demographic details are given in Table 1:

**TABLE 1**  
SCORE PROFILE

S.N	Qualification	Age	Experie- nce	Sex	Score Before	Score After
1	Masters	58	+25	M	80	92
2	Masters	45	+20	F	85	91
3.	Masters	42	+20	M	82	91
4.	Masters	42	+20	M	81	95
5.	Masters	30	+5	F	79	94
6.	Master	38	+10	M	84	94
7.	Masters	30	+5	F	84	89
8.	Masters	45	+20	M	86	87
9.	Masters	35	+10	M	76	88
10.	Masters	45	+20	F	80	88
11.	Masters	25	+01	F	81	93
12.	Masters	25	+01	M	86	95
13	Masters	25	+01	M	82	92
14.	Master	25	+01	M	88	91

The faculty members are classified as below:

**Group A** :There were six faculty members who had more than 20 years of experience,

**Group B**: Three faculty members with more than 5 years experience but less than 20 years,

**Group C**: Five faculty members with less than five years of experience.

#### V. RESULTING ANALYSIS

In the personal interviews with the above faculty members, the following were identified:

#### **Group A:**

1. All the six members have been teaching and sharing knowledge in 80% subjects in which they have never undergone any formal training. They are teaching 20% of their core subjects;
2. They felt stressed in the beginning when they started to teach the un-studied subjects, but overcame the stress after a year.
3. All the six members felt less stress when they handled the subjects after a formal training- maybe a short term course or a summer school on learning styles and teaching system.
4. Four faculty members who were multilingual could feel more comfortable in handling students from different cross-cultural background irrespective of their own qualification or experience.
5. All the faculty members were more receptive to accepting challenges in teaching subjects which they have never studied in their formal degrees.
6. All the faculty members have undergone a number of training programs in Pedagogy, training skills, teaching skills etc. and are very receptive about it.
7. All used a conventional system of teaching by chalk-talk, power point presentation, monologue and assignment.
8. All followed the given time schedule for completion of the content for the week.
9. All the group of six members had a better feedback of the post training session.

#### **Group B:**

1. All the five members have been teaching 80% subjects that they have studied formally and only 20% subjects which they have not studied.
2. All the five members felt stressed for more than three years when they were handling the same subject which they

had not studied formally. After three years, the stress level was reduced considerably.

3. All the five members felt stressed for more than three years when they were handling the same subject which they had not studied formally. After three years, the stress level was reduced considerably.
4. All the five members felt less stressed when they handled the subjects after a formal training- maybe a short term course or a summer school.
5. All the five faculty members were multilingual and felt comfortable with the students of cross-cultural background.
6. Four faculty members were receptive to accepting challenge in teaching a new subject which they have never studied formally.
7. All the five faculty members have undergone training in core domain knowledge and are receptive about it.
8. All used a conventional system of teaching by chalk-talk, power point presentation, monologue and assignment.
9. All followed the given time schedule for completion of the content for the week.
10. All the group of five members had a better feedback of the post training session.

### **Group C**

1. All the three members have been teaching 100% subjects which they have studied formally.
2. All the three members felt stressed for more than three years when they were handling the same subject which they had
3. already studied formally. After three years, the stress level came considerably.
4. All the five members felt less stressed

when they handled the subjects after a

5. formal training- maybe a short term course or a summer school.
6. All the five faculty members were multilingual and felt comfortable with the students of cross-cultural background.
7. No faculty member was receptive to accepting challenge in teaching a new subject which they have never studied None of the three faculty members have undergone training in core domain knowledge and hence have no reaction to it.
8. All used a conventional system of teaching by chalk-talk, power point presentation, monologue and assignment.
9. All followed the given time schedule for completion of the content for the week.
10. All three members had a better feedback of the post training session.

## **VI. CONCLUSION**

The following table shows the demographic details of the faculty under study. This experiment was conducted in two weeks time. Some video footages were also taken. The scores of the feedback of the learners was tabulated. It was found that the score that the learners gave after the training program were higher than the scores they had attained before the training program. The average score before the training program was 82.42 and after the training program was 91.42. This indicates that the training in the methods of delivering and transferring knowledge is important. It is implied here that the learners give high score only if they understand what is delivered in the classroom. Hence, no test was conducted for the students to find out how much they have understood? It was obvious that many faculty members had no knowledge about the NLP concepts or the psychological state of the students. This

training program gave them the insights and the ability to practice creative and interactive learning.

## VII. SCOPE AND LIMITATIONS OF THE STUDY

This study is focused only to two higher education institutes in the field of Management studies as more tacit knowledge is present here. India is in the forefront in the educational sector be it the Management schools, Information Technology, Engineering or Hospitality. Issues of knowledge management are very relevant here since there are many unorganized sectors in this field and the bandwidth of the type of human resources associated with service sector is large. The study of more institutes and systematic statistical analysis needs to be done to get a more correct picture of the findings.

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