American University Kyiv

CULTURAL INFLUENCE ON BARRIERS AND FACILITATORS OF KNOWLEDGE TRANSFER PRACTICES WITHIN MULTINATIONAL ORGANIZATIONS

(ВПЛИВ КУЛЬТУРИ НА БАР'ЄРИ ТА СПРИЯЮЧІ ФАКТОРИ ПРАКТИК ПЕРЕДАЧІ ЗНАНЬ У МІЖНАРОДНИХ ОРГАНІЗАЦІЯХ)

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ABSTRACT

Knowledge transfer is critical for multinational corporations to leverage expertise and achieve organizational success across geographically dispersed teams. However, cultural differences between countries can impede effective knowledge sharing. This quantitative study aimed to elucidate how national and corporate cultural dimensions influence knowledge transfer behaviors within multinational organizations.

A survey was conducted with 59 employees from managerial and clinical research roles across six European countries in a multinational pharmaceutical firm. Participants completed validated instruments measuring cultural values based on the GLOBE model, and readiness for knowledge transfer initiatives based on the Theoretical Domains Framework.

Results of correlation and regression analyses found that higher in-group collectivism, performance orientation, and lower power distance cultural values were associated with greater readiness for knowledge transfer. Interestingly, younger yet more experienced employees exhibited higher openness to knowledge initiatives. There were also notable correlations between specific cultural dimensions and behavioral domains influencing knowledge exchange.

These findings suggest national and corporate culture fundamentally shape employees' readiness for knowledge transfer. The results have important implications for organizational leaders seeking to implement effective knowledge management strategies across global teams. Fostering collectivistic, egalitarian and achievement-oriented cultural values may pave the way for smoother knowledge transfer. Overall, a multifaceted approach considering both cultural and individual factors is key for optimizing knowledge flows within multinational corporations.

The study makes a useful contribution by providing quantitative empirical evidence linking cultural values to knowledge exchange behaviors. However, limitations like the small sample size from one organization indicate findings may have restricted generalizability. Further research with larger, more diverse samples is critically needed to validate and extend the results across various cultural contexts.

Keywords: Knowledge transfer, Multinational corporations, Cultural differences, Knowledge sharing behaviors, GLOBE model, Theoretical Domains Framework.

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CHAPTER 1. LITERATURE REVIEW

1.1. Introduction

In the increasingly interconnected landscape of global business, multinational corporations (MNCs) face the complex challenge of managing knowledge across diverse cultural contexts. The ability to effectively manage this knowledge is paramount for fostering innovation and maintaining a competitive edge in international markets (Ajmal & Koskinen, 2008). Central to this challenge is the process of internal knowledge transfer, which encompasses the sharing and dissemination of information and expertise between headquarters, subsidiaries, and distributed teams. These teams often span across geographic and cultural boundaries, making the transfer process both critical and complex.

The intricacies of knowledge transfer within MNCs are not solely logistical or technological; they are deeply embedded in the cultural fabric of the organizations and the societies in which they operate. Cultural variances, stemming from differing societal norms and organizational environments, can significantly impede the fluidity of knowledge sharing if not effectively managed (Zhou et al., 2022). It is within this context that the importance of understanding the influence of national and corporate cultures on knowledge transfer practices becomes evident.

Knowledge transfer is the process of sharing information, skills, and expertise between units or individuals within an organization (Yeboah, 2023). For multinational corporations, effective knowledge transfer can provide key competitive advantages through disseminating best practices and innovations globally across subsidiaries (Blomkvist, 2012). However, knowledge transfer is often challenging due to cultural differences, lack of absorptive capacity, and weak relationships between subsidiaries (Monteiro, 2008).

In the context of multinational corporations, implementing knowledge transfer initiatives can be facilitated by several factors, as identified in the literature. A number of barriers can hinder the implementation of knowledge transfer initiatives in multinational corporations, including cultural differences across subsidiaries, lack of trust and weak relationships between units, and inadequate absorptive capacity in recipient units (Kalbarczyk, 2021). To enhance the effectiveness of knowledge transfer initiatives, MNCs should focus on addressing these barriers and leveraging the identified facilitators (Chua, 2023). By understanding and addressing these factors, organizations can improve their knowledge transfer capabilities and drive innovation and learning across different units and locations.

1.2. Conceptualizing National and Corporate Culture

The fabric of MNCs is a blend of national and corporate cultures, each with its unique patterns and colours. To understand how these cultures influence knowledge transfer within MNCs, it is essential to first conceptualize what constitutes national and corporate culture.

National culture is an amalgamation of shared values, beliefs, customs, and behaviors that define the social environment of a country. Seminal research in cross-cultural studies, such as the work of Geert Hofstede and the Global Leadership and Organizational Behavior Effectiveness (GLOBE) study led by Robert J. House et al., has been pivotal in identifying key dimensions along which national cultures can be analyzed (House et al., 2004). Hofstede's model, for instance, outlines dimensions like individualism versus collectivism and power distance, which describe the degree to which societies emphasize individual achievement or collective well-being and the extent to which power inequalities are accepted, respectively (Hofstede, 1980). The GLOBE study expands on this, offering nine cultural dimensions – power distance, uncertainty avoidance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness orientation, future orientation, performance orientation, and humane orientation, which provide a nuanced understanding of how societal norms influence organizational behavior (House et al., 2004).

These dimensions are crucial in shaping how knowledge is perceived and shared within different national contexts. For example, cultures with high collectivism may foster more communal approaches to knowledge sharing, while those with high power distance might experience barriers in knowledge transfer across hierarchical levels (Kucharska & Wildowicz-Giegiel, 2017).

On the other hand, corporate culture represents the unique character of an organization, shaped by its history, leadership, policies, and practices. This culture is the sum of the shared values, norms, and practices that govern how people interact and work together in an organization. While it is influenced by the broader national culture, corporate culture also reflects the organization's specific vision, strategies, and operational practices. Organizational culture plays a critical role in shaping employee behavior, including their approach to knowledge sharing and transfer.

In MNCs, corporate culture often intersects with various national cultures, creating a complex environment for knowledge transfer. Leadership priorities, communication patterns, workplace interactions, and formal knowledge management initiatives are some aspects that manifest how corporate environments mediate societal values into knowledge behaviors within firms (Fong et al., 2013; Kucharska & Wildowicz-Giegiel, 2017). For instance, a corporate culture that emphasizes transparency and trust can facilitate knowledge sharing even in national cultures where open communication is not the norm.

What makes the GLOBE study particularly relevant in this context is its application of the same cultural dimensions for assessing both societal and organizational culture. This approach acknowledges that while organizations may develop unique cultural traits, these traits are often rooted in, or at least influenced by, the broader societal culture. This is particularly relevant for MNCs, where understanding the interplay between national and corporate cultures is crucial for designing effective knowledge management and transfer strategies that are culturally sensitive and effective across different geographical locations.

1.3. Empirical Relationships Between Culture and Knowledge Flows

Research examining the influence of national cultural dimensions on knowledge transfer has consistently underscored the significance of these societal values in shaping organizational behaviors. Hofstede's and GLOBE study's cultural dimensions have been instrumental in elucidating how aspects such as power distance, individualism versus collectivism, and uncertainty avoidance impact knowledge transfer. Studies have shown that high power distance cultures, where hierarchy and authority are emphasized, often face challenges in horizontal knowledge sharing due to perceived barriers in status and authority. In contrast, cultures characterized by low power distance and high collectivism are generally more conducive to open knowledge exchange, fostering an environment where information is shared more freely and collaboratively (Hofstede, 1980). Societies with high institutional collectivism tend to promote collaborative approaches to knowledge management, encouraging group loyalty and shared responsibility for organizational learning (House et al., 2004). Such insights are pivotal for MNCs operating in diverse cultural settings, as they highlight the need for tailored knowledge management strategies that align with the prevailing cultural norms of their global teams.

Organizational culture significantly influences how national cultural dispositions are manifested and can moderate their effects on knowledge transfer. For instance, an organization that fosters a culture of openness, trust, and inclusivity may overcome the barriers to knowledge sharing typically found in high power distance national cultures (Fong et al., 2013; Kucharska & Wildowicz-Giegiel, 2017).

1.4. Theoretical Frameworks for Analyzing Barriers and Facilitators to Implementation of Knowledge Transfer Practices

Understanding the barriers and facilitators to the implementation of knowledge transfer practices in multinational corporations (MNCs) requires robust theoretical frameworks. Among these, the Theoretical Domains Framework (TDF) stands out for its comprehensive approach to assessing behavioral determinants in organizational settings.

The TDF, developed by Atkins et al. (2017), is a synthesis of 32 theories of behavior change. It consolidates 14 domains covering a wide range of determinants, including knowledge, skills, social/professional role and identity, beliefs about capabilities, optimism, beliefs about consequences,

reinforcement, intentions, goals, memory, attention and decision processes, environmental context and resources, social influences, and emotions. By using TDF, organizations can identify specific barriers and facilitators to the implementation of knowledge transfer best practices at both individual and group levels. This can then be used to develop targeted interventions that address these specific barriers, thereby facilitating more effective knowledge transfer behaviors.

1.5. Gaps in Literature and Research Questions

While existing scholarship recognizes culture's critical role in shaping multidirectional knowledge flows within MNCs (Minbaeva, 2005), empirical clarity on the precise mechanisms influencing transfer behaviors is lacking (Yao et al., 2019). Most studies agree national and corporate values impact sharing, but integrated quantification linking specific cultural attributes to behavioral domains is limited.

Kucharska and Wildowicz-Giegiel (2017) provided a rare multi-dimensional analysis measuring selected Hofstede indices' effects on general knowledge exchange and firm performance. Yet improved insights are needed on precise variable relationships across diverse contexts. Overall, granular clarity on cultural dimensions, targeted leader interventions, and associated transfer behaviours is essential to institute integrated improvements advancing global innovation and advantage (Yang et al., 2019).

Building on the identified challenges and gaps in the literature, the following research questions are proposed for empirical testing:

RQ 1: What domains of behaviour change are perceived as barriers and facilitators to the implementation of knowledge transfer initiatives in MNCs?

RQ 2: What cultural dimensions influence readiness for the implementation of knowledge transfer initiatives in MNCs?

RQ 3: Is there any association between cultural dimensions and specific domains of behaviour change in MNCs?

RQ1 leverages the validated TDF taxonomy (Atkins et al., 2017) to identify precise behavioural domains perceived as barriers or enablers when implementing knowledge transfer initiatives. Clarifying interactions will inform targeted leader solutions aligned to behavioural change needs. RQ2 examines if certain cultural dimensions from established frameworks predict subunit readiness for enterprise transfer initiatives, guiding change planning. Finally, RQ3 tests potential relationships between TDF domains and cultural dimensions, revealing associations leaders can leverage to cultivate reciprocal exchange through aligned interventions.

Collectively, the questions apply validated tools to elucidate cultural-behavioral mechanisms for targeted improvements previously lacking empirical demonstration across multinational contexts (Morton et al, 2022).

CHAPTER 2. DATA COLLECTION AND METHODS

This section will describe the methodological design employed in this study, encompassing research participants, sampling technique, data collection instruments, and data analysis procedures.

2.1 Research Design

The study utilized a quantitative research design, deploying two validated instruments to survey employees within a multinational organization. This approach aimed to understand the perceived barriers and facilitators of knowledge transfer initiatives, the influence of cultural dimensions on these processes, and the potential association between cultural dimensions and specific behavioral domains.

2.2 Participants

Participants were recruited via email at Futuremeds Ltd, a clinical research organization with 520 employees across 6 European countries. Fifty-nine employees participated in this study, drawn from a total company size of 520 employees across 6 European countries (response rate of 11.3%). Participants represented managerial and clinical research subunits in the United Kingdom, Germany, Poland, Spain, Bulgaria, and Ukraine.

2.3 Instruments

The GLOBE Project Form Alpha Section 1 (House et al., 2004) was selected to assess cultural dimensions based on its theoretical grounding and rigorous cross-cultural validation. It contains 28 items measuring nine cultural dimensions on a 7-point Likert-type scale: performance orientation, assertiveness, future orientation, humane orientation, institutional collectivism, in-group collectivism, gender egalitarianism, power distance, and uncertainty avoidance. Higher scores indicate stronger endorsement of the cultural dimension. This instrument has demonstrated reliability and validity across 62 cultures (House et al., 2004).

The Theoretical Domains Framework Questionnaire (Huijg et al., 2014) was selected to identify theoretical domains influencing behavior change based on its comprehensive assessment and rigorous validation across behaviors and contexts. It contains 35 items assessing 12 theoretical domains: knowledge, skills, social/professional role and identity, beliefs about capabilities, optimism, beliefs about consequences, reinforcement, intentions, memory/attention and decision processes, environmental context and resources, social influences, emotion, and behavioral regulation. Items are rated on a 7-point Likert-type scale from 1 (strongly agree) to 7 (strongly disagree). The TDF questionnaire has demonstrated reliability and validity for linking domains to specific behaviors across settings (Huijg et al., 2014).

2.4 Procedures

Data was collected through an online survey platform. Participants were assured of confidentiality. The survey comprised sections from both the GLOBE Project questionnaire and the Modified Theoretical Domains Framework Questionnaire. The survey was administered online and took approximately 15 minutes to complete. Participation was voluntary. Responses were anonymous. The number of participants is 59.

2.5 Scoring

The GLOBE cultural dimension items were scored according to syntax specified in the GLOBE Project website (https://globeproject.com/data/GLOBE-Syntax-Leadership-and-Culture-Scales-2006.pdf). First, necessary items were re-coded. Then, scale scores were calculated by averaging items associated with each cultural dimension.

The TDF questionnaire data were inversely converted, with 1 re-coded to 7 and 7 re-coded to 1. This aligned higher scores with stronger agreement. All item ratings were then summed to obtain an overall degree of “Readiness for implementation” for every participant, with lower scores indicating more barrier and higher scores indicating more facilitator.

2.6 Analytic Approach

Data were analyzed using EZR statistical software version 1.63 (Kanda, 2013). This open-source GUI-based software was selected for its incorporation of statistical functions relevant to this study.

Data analysis involved both descriptive and inferential statistics. The responses were first subjected to descriptive analysis to understand the general trends in perceptions regarding knowledge transfer barriers and facilitators, and cultural dimensions. Further, inferential statistics, particularly Kruskal-Wallis rank sum test, correlation and multiple regression analyses, were employed to examine the associations between cultural dimensions and behavioral domains. Statistical significance was determined at $p < 0.05$.

2.7 Ethical Considerations

Ethical approval was obtained from the AUK Institutional Review Board for the Use of Human Subjects. Participants were informed about the purpose of the study, the voluntary nature of their participation, and the measures taken to ensure confidentiality and anonymity.

CHAPTER 3. RESULTS

The demographic characteristics of the study participants are presented in Table 1. The sample comprised predominantly female participants, with most respondents having 2 levels to the CEO. Participants were evenly distributed between Central/Eastern Europe and Western Europe regions. Over half had no religious affiliation. The median age was 41 years and median work experience was 15.5 years.

Table 1. Participants demographic characteristics

Factor	Group	Value
n		59
Gender (%)	Female	35 (59.3)
	Male	24 (40.7)
Levels to CEO (%)	0	2 (4.0)
	1	9 (18.0)
	2	20 (40.0)
	3	14 (28.0)
	4	4 (8.0)
	6	1 (2.0)
Region (%)	CEE	30 (51.8)
	WE	29 (49.2)
Religion Affiliation (%)	No	35 (59.3)
	Yes	24 (40.7)
Age, years (median [IQR])		41.0 [34.0, 48.0]
Education, years (median [IQR])		14.0 [6.0, 18.0]
Work, years (median [IQR])		15.5 [10.0, 20.8]

The mean scores for the organizational culture dimensions assessed are presented in Table 2. The highest mean scores were observed for in-group collectivism, humane orientation, and performance orientation. The lowest mean score was for power distance.

Table 2. Organizational Culture dimensions in surveyed participants

	Mean (SD)	Median [IQR]
Assertiveness	4.73 (0.61)	4.75 [4.50 - 5.25]
Institutional Collectivism	4.75 (0.80)	4.67 [4.33 - 5.33]
In-group collectivism	5.60 (1.03)	5.80 [4.80 - 6.40]
Future Orientation	5.36 (1.06)	5.33 [5.00 - 6.00]
Gender Egalitarianism	5.06 (0.91)	5.00 [4.33 - 5.67]
Humane Orientation	5.68 (0.88)	5.75 [5.00 - 6.50]
Performance Orientation	5.53 (0.86)	5.50 [4.75 - 6.25]
Power Distance	2.68 (1.05)	2.33 [2.00 - 3.33]
Uncertainty Avoidance	4.44 (1.13)	4.67 [3.67 - 5.00]

The mean scores for each TDF domain assessing barriers/facilitators are shown in Table 3. The domains with the highest mean scores were knowledge, skills, social/professional role and identity, and emotion indicating they were perceived as the strongest facilitators. Beliefs about consequences had the lowest mean score, suggesting it was viewed as the biggest barrier.

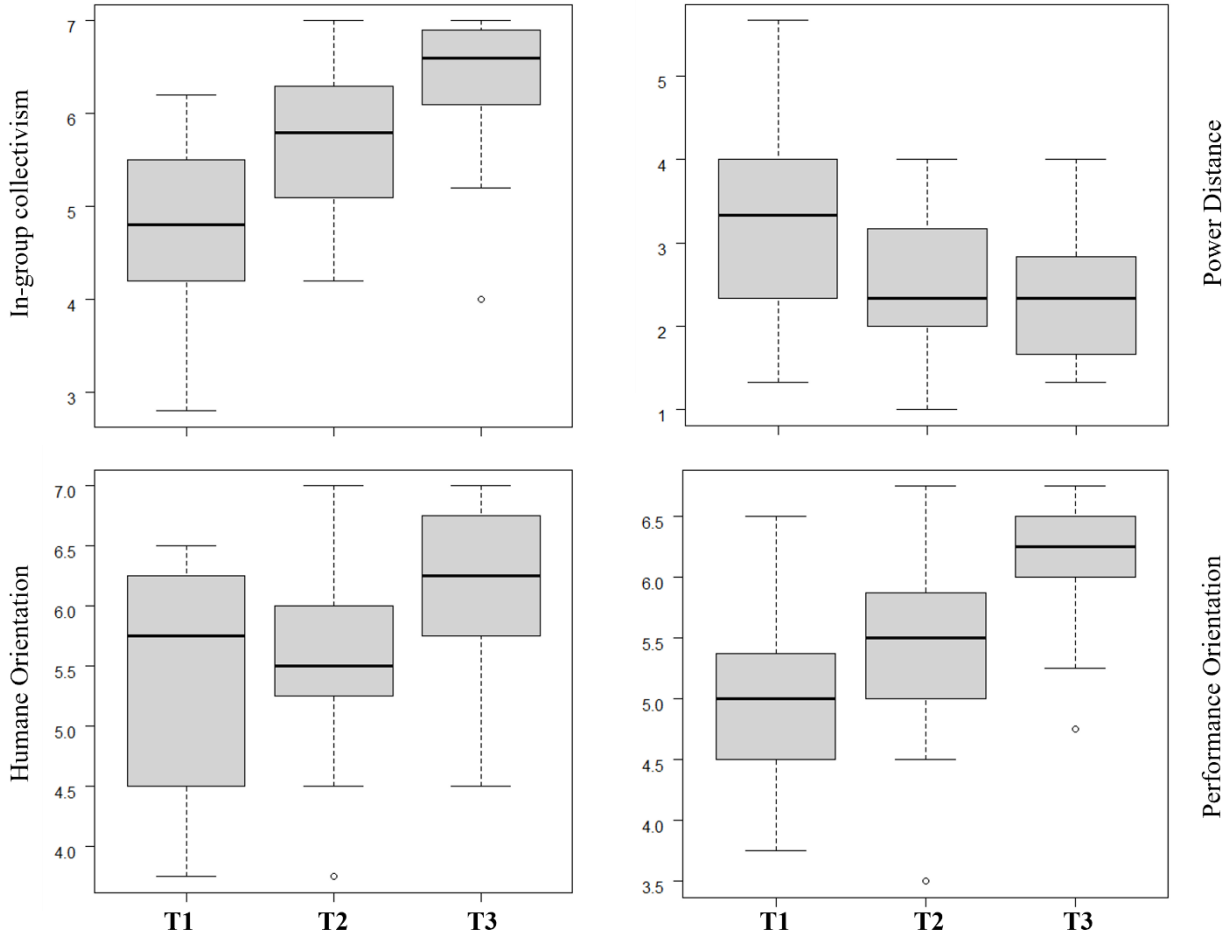
Table 3. Barriers/facilitators to the implementation of knowledge transfer initiatives in MNCs

TDF Domain	Mean (SD)
D1 Knowledge	6.26 (0.88)
D2 Skills	6.12 (0.88)
D3 Social/professional role and identity	6.23 (1.02)
D4 Beliefs about capabilities	5.82 (1.14)
D5 Optimism	5.72 (1.16)
D6 Beliefs about consequences	5.05 (1.79)
D7 Reinforcement	6.02 (1.09)
D8 Intentions	5.40 (1.64)
D10 Memory, attention and decision processes	5.00 (1.58)
D11 Environmental context and resources	5.74 (1.13)
D12 Social influences	5.54 (1.77)
D13 Emotion	6.26 (0.88)

We investigated levels of different cultural domains depending on the tertiles of readiness for implementation based on Kruskal-Wallis. Significant associations were found between readiness for implementation and the cultural dimensions of in-group collectivism, humane orientation, performance orientation, and power distance (Fig. 1). Higher in-group collectivism, humane orientation, and performance orientation were associated with greater readiness, while higher power distance related to lower readiness. However, when performing Mann-Whitney U tests for multiple comparisons (with Holms adjustment), only In-group collectivism and Performance Orientation showed statistically significant differences between tertiles.

	T1	T2
T2	0,00780	-
T3	0,00009	0,01030

	T1	T2
T2	0,061	-
T3	0,061	0,636



	T1	T2
T2	0,918	-
T3	0,054	0,095

	T1	T2
T2	0,0397	-
T3	0,00014	0,00296

Notes:

- T1, T2 and T3 are tertiles of readiness for implementation of knowledge transfer initiatives (low, medium and high, correspondingly).

- numbers in the tables adjacent to cultural dimension box plots are p-values for multiple comparisons between tertiles (Mann-Whitney U tests with Holms adjustment).

Fig.1 The distribution of different cultural domains in tertiles of readiness for implementation.
Source: developed by author

We performed multiple regression analysis with a stepwise selection based on Bayesian Information Criterion (BIC) to evaluate the influence of cultural factors on the overall level of readiness for implementation of knowledge transfer initiatives, adjusted for potential covariates. The variables used for analysis were age, gender, country, education (in years), work experience (in years), religion affiliation, number of levels to nonsupervisory personnel, number of levels to CEO, and all cultural dimensions scores. The results of regression analysis presented in the Table 4.

Table 4. The results of regression analysis of the key group characteristics

Variable	β	Std. Error	t value	p
(Intercept)	34,9457	6,0536	5,773	<0.001
Age	-0,3447	0,1624	-2,122	0,039
In-group collectivism	3,9229	1,2372	3,171	0,003
Future Orientation	-1,7177	0,9082	-1,891	0,065
Performance Orientation	4,3089	1,4795	2,912	0,006
Work experience	0,3666	0,1477	2,483	0,017

Multiple R-squared: 0.598, Adjusted R-squared: 0.55
F-statistic: 12.49 on 5 and 42 DF, p-value: 0.0000002

In the regression analysis conducted to ascertain the factors influencing the readiness for implementation of Knowledge Transfer (KT) initiatives, the model yielded an adjusted R-squared value of 0.55. This suggests that 55% of the variability in the readiness for KT initiatives can be explained by the variables included in the model. The overall fit of the model was statistically significant, with an F-statistic p-value of less than 0.0001.

The variables that emerged as significant predictors included in-group collectivism and performance orientation, both displaying positive associations with the readiness for KT initiatives. In contrast, while future orientation was also included as a predictor, it did not achieve statistical

significance. Additionally, age and work experience were identified as significant predictors, with age showing a negative relationship with readiness and work experience exhibiting a positive relationship.

Bivariate correlations (Spearman) revealed several significant associations between cultural dimensions and TDF domains (Table 5).

Table 5. Correlations Between Cultural Dimensions and TDF Domains

	D1	**D2**	**D3**	**D4**	**D5**	**D6**	**D8**	**D10**	**D11**	**D12**	**D13**
Assertiveness	0,22	0,18	0,15	0,15	0,12	-0,08	0,27	-0,08	0,05	0,00	-0,05
Institutional Collectivism	0,26	0,20	0,27	0,17	0,29	0,25	0,35	0,20	0,27	0,18	0,22
In-group collectivism	0,46*	0,51*	0,34	0,46*	0,57*	0,41	0,54*	0,42	0,43	0,49*	0,47*
Future Orientation	0,03	0,30	0,06	0,31	0,30	0,04	0,24	0,29	0,21	0,05	0,35
Gender Egalitarianism	-0,08	0,07	-0,08	0,09	0,14	-0,04	0,06	0,14	-0,08	0,03	0,07
Humane Orientation	0,23	0,34	0,20	0,12	0,30	0,22	0,24	0,27	0,22	0,27	0,33
Performance Orientation	0,43	0,53*	0,42	0,54*	0,64*	0,20	0,49*	0,43	0,36	0,43	0,37
Power Distance	-0,27	-0,29	-0,23	-0,25	-0,37	-0,43	-0,27	-0,34	-0,20	-0,36	-0,30
Uncertainty Avoidance	0,02	0,17	-0,05	0,18	0,19	0,13	0,24	0,25	0,21	0,07	0,33

Notes:

* adjusted p-value (Holm's method) < 0,05

D1 - Knowledge

D2 - Skills

D3 - Social/professional role and identity

D4 - Beliefs about capabilities

D5 - Optimism

D6 - Beliefs about consequences

D7 - Reinforcement

D8 - Intentions

D10 - Memory, attention and decision processes

D11 - Environmental context and resources

D12 - Social influences

D13 - Emotion

In the correlation analysis conducted to explore the associations between various cultural dimensions and TDF domains, a range of both positive and negative correlations were observed. Significant positive correlations were noted in several instances, indicating a synergistic relationship where increases in certain cultural dimensions corresponded with increases in specific TDF domains. For instance, a strong positive correlation was observed between In-group Collectivism and domains such as Skills, Optimism and Intentions. And Performance Orientation strongly correlated with Skills, Beliefs about capabilities and Optimism. Some notable negative correlations between Power Distance and domains like Optimism and Intentions were also present nut did not reach statistical significance.

CHAPTER 4. DISCUSSION

This study was aimed to elucidate the influence of national and organizational culture domains on knowledge transfer within multinational corporations. The results provide valuable insights into the cultural factors that act as barriers or facilitators to effective knowledge sharing across global teams.

In line with past research, our findings underscore the significance of collectivism and power distance in shaping knowledge behaviors (Hofstede, 1980; House et al., 2004). Employees perceiving higher in-group collectivism and lower power distance exhibited greater readiness for knowledge transfer initiatives. This aligns with the understanding that collectivistic and egalitarian cultural norms promote collaborative knowledge exchange.

An interesting finding was the positive strong association between performance orientation and KT readiness, contrary to expectations. A potential explanation could be that employees view KT as integral to achieving organizational performance objectives. Hence, cultures placing high priority on performance may be more receptive to initiatives supporting this goal.

The results of the regression analysis provide insightful implications for understanding the readiness for KT initiatives. The significant predictors align with the broader literature, which underscores the role of organizational culture and individual characteristics in knowledge management practices.

In-group collectivism's positive correlation with KT readiness suggests that a culture emphasizing group loyalty and cohesiveness may facilitate the implementation of KT initiatives. Similarly, performance orientation’s positive association indicates that environments that prioritize achievement and excellence are more conducive to embracing KT practices. The lack of statistical significance for future orientation raises questions about its role in predicting KT readiness. Its inclusion in the model, despite the non-significance, may point to more complex relationships that are not easily captured through quantitative measures. This highlights the potential need for more nuanced or qualitative approaches to understand how future orientation influences KT readiness.

The negative coefficient for age suggests a generational gap in attitudes toward KT initiatives. Conversely, the positive coefficient for work experience highlights the value of accumulated knowledge and expertise in fostering a readiness for KT initiatives. So younger but more experienced employees potentially are more open to new practices.

In the context of readiness for implementing KT initiatives, the observed strong positive correlation between In-group Collectivism and TDF domains such as Skills, Optimism, and Intentions suggests that cultures with high in-group collectivism tend to foster environments conducive to skill development,

positive outlooks towards future endeavors, and a proactive stance in engaging with KT activities. This implies that in such cultural settings, group cohesion and a sense of collective identity may significantly enhance the willingness and ability of individuals to acquire new skills, remain optimistic about the outcomes, and actively participate in KT initiatives.

Similarly, the positive correlation of Performance Orientation with Skills, Beliefs about Capabilities, and Optimism indicates that cultures emphasizing achievement and excellence are likely to encourage the development of skills and self-efficacy, alongside a positive attitude towards KT endeavors. These cultures might inherently motivate individuals to strive for improvement and innovation in KT processes.

Conversely, the negative correlations between Power Distance and domains like Optimism and Intentions, though not statistically significant, suggest a tendency in high power distance cultures to potentially hinder positive engagement and proactive intention in KT initiatives. This highlights the need for tailored strategies in such cultural contexts to mitigate potential barriers to effective KT implementation. However, it is crucial to remember that correlation does not equate to causation. While these patterns provide a basis for hypotheses, they do not in themselves confirm causality.

Overall, the results emphasize the significance of both cultural dimensions and individual attributes in shaping the readiness for KT initiatives. These insights offer valuable considerations for organizational leaders and practitioners looking to design and implement effective KT strategies, suggesting that a multifaceted approach that addresses both cultural and individual factors may be most beneficial.

Our study makes a novel contribution in linking specific cultural dimensions to behavioral domains influencing knowledge transfer. The positive correlations of in-group collectivism with knowledge, skills, capabilities, and social connectivity highlight how collectivism may enhance transfer via multiple pathways. Performance orientation's positive associations with skill building and motivational domains also provides cultural insights into readiness. On the whole, the quantitative approach combining validated instruments provides robust evidence on precise cultural attributes influencing knowledge exchange behaviors within multinationals. The findings address a gap needing integrated empirical clarity, as noted by prior scholars (Morton et al, 2022; Yang et al., 2019).

The study presents several limitations that should be considered when interpreting the results. Firstly, the small sample size (n=59) from a single organization significantly limits the generalizability of the findings. Such a limited sample may not accurately represent broader populations or organizational contexts. Secondly, the cross-sectional design of the study means that it can only provide correlational evidence, and cannot establish cause-and-effect relationships. Additionally, the reliance on self-reported data introduces the possibility of biases, such as social desirability bias and common method variance, which may affect the accuracy of the responses. The cultural contexts assessed in the study were confined

to Western and Central/Eastern Europe, limiting the applicability of the findings to other cultural settings. Moreover, the study focused on perceptions of readiness for KT, rather than evaluating actual KT behaviors, which could provide a more concrete assessment of the effectiveness of these initiatives. There is also the potential for omitted variables that could confound the observed relationships. Given these limitations, particularly the small sample size, caution must be exercised in interpreting the regression results. The findings may not be generalizable to other cultural settings or industry contexts, highlighting the need for further research with larger and more diverse samples to validate and extend these results.

The findings from this study suggest several key considerations for managers seeking to implement effective knowledge transfer initiatives within multinational corporations. Given the positive association between in-group collectivism and readiness for knowledge transfer, managers should foster a sense of group loyalty and cohesion when introducing new knowledge sharing practices. Similarly, in cultures with high performance orientation, positioning knowledge transfer as integral to achieving objectives may motivate engagement. The negative relationship between power distance and knowledge transfer readiness implies that managers should take steps to mitigate hierarchy-related barriers in high power distance contexts. Additionally, the results highlight a generational gap, indicating that younger employees may be more receptive to knowledge transfer despite having less experience. Therefore, providing mentorship and demonstrating the value derived from experienced employees' knowledge are important. Overall, the findings emphasize that managers must take a multifaceted approach addressing both cultural dimensions and individual attributes to maximize readiness for knowledge transfer initiatives within their organizations.

CONCLUSIONS

This research illuminates the significant role of cultural dimensions like in-group collectivism and performance orientation in shaping readiness for KT in MNCs. The findings suggest that collectivistic and achievement-oriented cultures are more receptive to knowledge sharing initiatives.

For practitioners, key strategies implied by the study include fostering group cohesion, positioning knowledge transfer as integral to performance, and addressing hierarchy-related impediments in certain cultures. Mentorship programs and demonstrating experienced employees' expertise also emerge as important to bridge generational gaps.

Overall, the study highlights the need for a multifaceted approach considering cultural and individual factors when implementing knowledge management across global teams. It makes a useful contribution by providing quantitative empirical evidence linking cultural dimensions to knowledge behaviors.

However, the limitations of the small single-organization sample indicate findings may not be widely generalizable. Further research with larger, more diverse samples is critically needed to validate and extend the results across various contexts.

In summary, this exploratory study advances understanding of cultural influences on knowledge transfer readiness, providing a foundation for future research to build upon in developing more robust insights in this crucial area of global knowledge management.

APPENDIX A. SURVEYS

Influence of culture on knowledge transfer practices

Research Survey

iv.nov.med@gmail.com Сменить аккаунт

Совместный доступ отсутствует

*Обязательный вопрос

Introduction

The purpose of this research is to learn about the influence of national and corporate cultures on knowledge transfer practices within the organization. The questionnaire that you are asked to complete will take about 20-30 minutes of your time. Hopefully, this information will be helpful to better understand cultural aspects in business and ways to improve efficiency and performance due to better knowledge management. In the following pages, you are asked to choose a number of statements that reflect your observations of cultural or organizational practices, your beliefs, your values, or your perceptions. This is not a test, and there are no right or wrong answers. We are mainly interested in learning about the beliefs and values in multinational corporations and how various organizational practices are perceived by you and the others participating in this research.

Your responses will be kept completely confidential. No individual respondent will be identified to any other person or in any written form.

General Instructions

In completing this survey, you will be asked questions focusing on the organization in which you work, and on your perceptions of knowledge transfer practices. There are 3 sections to this questionnaire.

Section 1 asks about your organization. In this section, we are interested in your beliefs about what the norms, values, and practices are in the organization in which you work. In other words, we are interested in the way your organization is — not the way you think it should be. There are no right or wrong answers, and answers don't indicate goodness or badness of the organization. Please respond to the questions by choosing the number that most closely represents your observations about your organization. By the term "this organization" we mean the unit where you work - research site or specific department if you work at contry-level or company level outside of the sites.

Section 2 asks about your attitudes to and believes towards Knowledge Transfer practices. We are interested in potential barriers and facilitators to implementation of the initiatives that will encourage capturing, sharing and utilizing best practices, expertise and knowledge within an organization for better efficiency and performance. Please respond to the questions by circling the number that most closely represents your personal attitude or belief.

Section 3 asks about you.

1-1. In this organization, orderliness and consistency are stressed, even at the expense of experimentation and innovation. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-2. In this organization, people are generally: *

	1	2	3	4	5	6	7	
aggressive	○	○	○	○	○	○	○	non-aggressive

1-3. The way to be successful in this organization is to: *

	1	2	3	4	5	6	7	
plan ahead	○	○	○	○	○	○	○	take events as they occur

1-4. In this organization, the accepted norm is to: *

	1	2	3	4	5	6	7	
plan for the future	○	○	○	○	○	○	○	accept the status quo

1-5. In this organization, a person's influence is based primarily on: *

	1	2	3	4	5	6	7	
one's ability and contribution to the organization	○	○	○	○	○	○	○	the authority of one's position

1-6. In this organization, people are generally: *

	1	2	3	4	5	6	7	
assertive	○	○	○	○	○	○	○	non-assertive

1-7. In this organization, managers encourage group loyalty even if individual goals suffer. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-8. In this organization, meetings are usually: *

	1	2	3	4	5	6	7	
planned well in advance (2 or more weeks in advance)	○	○	○	○	○	○	○	spontaneous (planned less than an hour in advance)

1-9. In this organization, people are generally: *

	1	2	3	4	5	6	7	
very concerned about others	○	○	○	○	○	○	○	not at all concerned about others

1-10. In this organization, people are generally: *

	1	2	3	4	5	6	7	
dominant	○	○	○	○	○	○	○	non-dominant

1-11. In this organization, group members take pride in the individual accomplishments of their group manager. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-12. The pay and bonus system in this organization is designed to maximize: *

	1	2	3	4	5	6	7	
individual interests	○	○	○	○	○	○	○	collective interests

1-13. In this organization, subordinates are expected to: *

	1	2	3	4	5	6	7	
obey their boss without question	○	○	○	○	○	○	○	question their boss when in disagreement

1-14. In this organization, people are generally: *

	1	2	3	4	5	6	7	
tough	○	○	○	○	○	○	○	tender

1-15. In this organization, employees are encouraged to strive for continuously improved performance. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-16. In this organization, most work is highly structured, leading to few unexpected events. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-17. In this organization, men are encouraged to participate in professional development activities more than women. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-18. In this organization, major rewards are based on: *

	1	2	3	4	5	6	7	
only performance effectiveness	○	○	○	○	○	○	○	only factors other than performance effectiveness (for example, seniority or political connections)

1-19. In this organization, job requirements and instructions are spelled out in detail so employees know what they are expected to do. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-20. In this organization, being innovative to improve performance is generally: *

	1	2	3	4	5	6	7	
substantially rewarded	○	○	○	○	○	○	○	not rewarded

1-21. In this organization, people are generally: *

	1	2	3	4	5	6	7	
very sensitive toward others	○	○	○	○	○	○	○	not at all sensitive toward others

1-22. In this organization, physically demanding tasks are usually performed by: *

	1	2	3	4	5	6	7	
men	○	○	○	○	○	○	○	women

1-23. In this organization, group managers take pride in the individual accomplishments of group members. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-24. In this organization, people are generally: *

	1	2	3	4	5	6	7	
very friendly	○	○	○	○	○	○	○	very unfriendly

1-25. In this organization, people in positions of power try to: *

	1	2	3	4	5	6	7	
increase their social distance from less powerful individuals	○	○	○	○	○	○	○	decrease their social distance from less powerful people

1-26. In this organization, employees feel loyalty to the organization. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-27. In this organization, most employees set challenging work goals for themselves. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-28. Members of this organization: *

	1	2	3	4	5	6	7	
take no pride in working for the organization	○	○	○	○	○	○	○	take a great deal of pride in working for the organization

1-29. In this organization, people are generally: *

	1	2	3	4	5	6	7	
very generous	○	○	○	○	○	○	○	not at all generous

1-30. In this organization: *

	1	2	3	4	5	6	7	
group cohesion is more valued than individualism	○	○	○	○	○	○	○	individualism is more valued than group cohesion

1-31. In this organization, most people believe that work would be more effectively managed if there were: *

	1	2	3	4	5	6	7	
many more women in positions of authority than there are now	○	○	○	○	○	○	○	many less women in positions of authority than there are now

1-32. When people in this organization have serious disagreements with each other, whom do they tell about the disagreements? *

	1	2	3	4	5	6	7	
no one	○	○	○	○	○	○	○	anyone they want to tell

1-33. This organization shows loyalty towards employees. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

1-34. What percentage of management positions in this organization are filled by women? *

- ○ 1) less than10%
- ○ 2) 10-25%
- ○ 3) 26-44%
- ○ 4) 45-55%
- ○ 5) 56-75%
- ○ 6) 76-90%
- ○ 7) more than 90%

Section 2. Attitudes to and believes about Knowledge Transfer practices

2-D1 I am aware that practices of capturing, preserving and sharing knowledge, best practices and tools within an organization are one of the major drivers of efficiency and productivity in business. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D2 I have the skills to capture, preserve, share and systematically utilize knowledge, best practices and tools in my work. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D3 It is my professional responsibility to capture, preserve, share and systematically utilize knowledge, best practices and tools in my work to improve efficiency and productivity of the business. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D4 I am confident that I can capture, preserve, share and systematically utilize knowledge, best practices and tools in my work to improve efficiency and productivity of the business even when there is little time. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D5 With regard to capturing, preserving, sharing and systematically utilizing knowledge, best practices and tools to improve efficiency and productivity of the business in uncertain times, I'm always optimistic about the future. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D6 If I will spent time for capturing, preserving, sharing and utilizing knowledge and best practices to improve efficiency and productivity of the business, it will have disadvantages for my own work. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D8 I will definitely capture, preserve, share and utilize knowledge, best practices and tools to improve efficiency and productivity of the business during next year. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D10 I will often forget to capture, preserve, share and utilize knowledge, best practices and tools to improve efficiency and productivity of the business. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D11 Within the current context and situation, company will allocate sufficient resources and support for knowledge transfer practices. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D12 Most people whose opinion I value would approve me of spending time on capturing, preserving, sharing and utilizing knowledge and best practices to improve efficiency and productivity of the business. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

2-D13 During the past two weeks I have been feeling unhappy and depressed. *

	1	2	3	4	5	6	7	
strongly agree	○	○	○	○	○	○	○	strongly disagree

How old are you? (years) *

Мой ответ

Section 3. Demographic data

Following are several questions about you, your background, and the place where you work. These questions are important because they help us to see if different types of people respond to the questions on this questionnaire in different ways. They are NOT used to identify any individual.

What is your gender? *

- ◯ Male
- ◯ Female

What is your country of citizenship/passport? *

Мой ответ

Do you have a religious affiliation? *

- ◯ Yes
- ◯ No

If you answered yes to previous question, please indicate the name of the religion.

Мой ответ

How many years of full-time work experience have you had? (years) *

Мой ответ

How many years of formal education do you have? (years) *

Мой ответ

How many organizational levels are there between you and the chief executive of your organization? (# of levels) *

Мой ответ

How many hierarchical levels are there between you and the nonsupervisory personnel in your organization or unit? (# of levels) *

Мой ответ

This concludes the questionnaire. We truly appreciate your willingness to complete this questionnaire, and assist in this research project.

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VITA

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