

Barriers of Effective Knowledge Transfer: A Case of Quetta District

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Abstract: *In all probability, the paramount importance of knowledge transfer for higher learning institutions (HLIs) is incontestable. That said, the workforce serving these institutions draws one's attention to a range of glitches vis-à-vis knowledge transfer activities. This study looks upon social interactions, training and ICT as the possible barriers responsible for impeding the KT activities. The study is based on the premise that poor management of the barriers underscored above would lay an adverse impact on EKT. The drawn sample size from the given population is 315 subjects. The employed research technique is cross-sectional research, and, in this setting, the cross-sectional explanatory sequential design was considered relevant. The data analysis was carried out using Correlation and multiple linear regression techniques. The findings of quantitative and qualitative result manifest that the selected variables do not stymie the knowledge transfer practices, which is in conflict with the speculation of the study in question.*

Key Words: Knowledge Transfer, Social Interaction, Training and Development, Information and Communication Technology

Introduction

Higher education enjoys overriding importance on the international stage and plays a lynchpin role in the progress of a nation. This profound importance of HLIs is not without reason. The conventional wisdom has it that the development of any state is contingent upon the success of higher education of the country. By any stretch of the imagination, these institutes are knowledge-intensive in the main, and lately, a trend gaining popularity in these institutions pertains to knowledge sharing and transfer. It is not formidable to lay down a litany of justifications for the soaring appeal vis-à-vis KT.

First off, technology and science enjoy an unprecedented significance when the economic growth of a country is concerned. Second off, a wealth of literature proclaims the creation of a sizeable share of net new jobs by new firms. Finally, the acknowledgement of the earlier research has it that varsities and firms that managed to sustain are the two fundamental sources of new high-tech corporations. In light of these stated reasons, it is hardly surprising for knowledge to become the bedrock of university research.

The purpose of the study is to reckon the impression of social interactions, training and ICT on EKT. It also considers proposing few befitting solutions that can turn things around, considering that knowledge transfer is at the heart of successful and flourishing institutions. Also, it is a lynchpin catalyst for bringing about societal and economic prosperity.

Background of the Study

The climate of the modern world punctuated by the element of uncertainty identifies knowledge as the essential factor for achieving economic prosperity. Owing to the paramount significance of knowledge,

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the nations of the north place a premium on promoting knowledge as a magic bullet for attaining sustenance and a competitive edge (Makani & Marche, 2012; Burns, Acar & Datta, 2011). The researchers define knowledge in a myriad of ways (Robert, 2000). Alavi, KayWorth and Leidner (2006) professed that knowledge is the mix of information and experience that individuals possess. (Ling et al., 2009) articulates that knowledge is the individual attitude towards established opinions, management and the existing procedures corresponding to the `job. Akin to knowledge management (KM), KT creates, plans, comprehends and disseminates knowledge, ensuring the availability for soon-to-be customers.

Seemingly, the main setbacks of the earlier studies are worth the mention here. Hermann (2011) studied the impediments of knowledge from a South African outlook. He reckoned knowledge impediments essentially consistent with the native employees of that region. The same goes for McLaughli, Paton and Macbeth (2008), who recognized hordes of the barrier. Still and all, they studied impediments from a supply chain perspective. Hong, Suh and Koo (2011) administered their inquiry on a financial firm, which makes generalization of results to other firms almost improbable. Furthermore, they threw more weight behind KS ignoring the barriers of KT whatsoever. Yao, Kam & Chan (2007) made Asian corporations the centre of their research. Importantly, western organizations relative as compared to Asian corporations use a different model of KS.

It is about time that organizations understand that a single KT strategy cannot be applied to all sorts of firms. It is unwise to eschew the differences pervading among different sectors (public, private, MNC's, SME's, and not for profit organizations). For these overt reasons, the implementation of KT grails and tactics into a firm's planning and tactical thinking will differ greatly.

It's worth the note that the study at hand has been administered in HEIs of a third world country's city. Therefore, this region of the world can be dealing with its own set of barriers in relation to a firm's structure, individual facets and IT tools. Wherefore, the findings and proposition of the concerned study can differ from the conclusions of the other inquiries in the field.

Research Objectives

The objectives of the paper focused on learning: (a) how the impediments, namely, social interactions, training and ICTs, stall the activities of KT in HLLs of the Baluchistan and (b) to put forward measures that can go a long way to phase out the recognized barriers.

The research design used by the paper is cross sectional-explanatory sequential (Cresswell, 2015). The sampling technique employed by the paper is simple random sampling. Besides, sampling parameters such as t-statistics were put to use. For data analysis, the techniques of correlation and MLR were used. For the purpose of testing the hypothesis, bivariate analysis was employed. Regression analysis was used to measure the effective KT.

Theory Applied

Albeit, talking of this moment, a unified theory is far from being available. Still and all, providing an accurate vista targeting the core aspects is still possible, which can contribute to improving our discernment of the research topic (Child & Faulkner, 1998, p. 17).

Resource-Based Theory (RBT)

Basically, the general expectation of the theory is that the progress of an organization hinges on the competencies and resources of the firm (Barney & Clark, 2007). It is based on the premise that the essential tools of a firm (its assets, capabilities, practices, knowledge etc.) give the firm the right set of tools to use apt strategies to enhance its effectiveness and efficacy (Barney & Clark, 2007). For this reason, the resources of a firm are termed as "strategic resources" when they help the organization in securing sustained competitive advantage (SCA) (Albers, 2005).

By any stretch of the imagination, in the knowledge-intensive world of today, what is viewed as the most strategic resource of a firm is knowledge. In lieu of the overwhelming vitality of knowledge, the

phenomenon of KM and its most debated constituents - KS and KT also enjoy immeasurable significance. Importantly, organizational learning is the bedrock of the RBT (Ding et al., 2009).

Training Programs

The definition of training is given by Kraiger (2003). Training is the aggregate of ventures focused on the possession of capabilities, knowledge and attitude for which closest or near-term implementation exists.

The implementation of training activities bereft of sound policy may lead to knowledge transfer activities left unrecognized and unused to obtain intended results via training. Ill-planned training initiatives lay an undesired influence on the trainees' competency to use knowledge and skills acquired from the training initiative. Essentially, the question of success or failure of a training initiative after its implementation depends on the identification of the firm's practices (Shafloot, 2012).

The knowledge by the trainees is secured for various objectives. These objectives may include, among others, refreshing their knowledge base, grappling with problems adequately, improving their performance.

Knowledge transfer is the bedrock of successful training initiatives (Shafloot, 2012). Hariharan (2002) contended that knowledge transfer has to do with sharing pertinent knowledge, forms of execution and ameliorating the business performance. A couple of researchers throw light on few plans of action to jack up the knowledge (Friel, 2005; Tyler, 2008; Zemke & Gunkler, 1985). Parkes (2000) also made his contributions in this respect by resorting to the development of Knowledge Transfer Action Plans (KTAP), which promoted knowledge transfer by stepping up the level of accountability. A couple of other experts affirm that the success of any venture not only depends on the hinges not only on the profitable possession of knowledge but also on the competency to the unbridled movement of knowledge to the performance environ (Ellis et al., 2005).

The role of accountability cannot be denied when trainees have to use knowledge/skills acquired through training. Parkes (2000), in one of her study, observed that with the practice of accountability which happens to be in the form of KTAP given at the conclusion of a training initiative, the use of training is improved. The KTAP depicts absolute action; the members will consider doing in order to further the community policy-making in their respective community. She inferred through the analysis of the data that the KTAP is a splendid mechanism for making sure that knowledge learnt from training translates into work setups and is used thereafter. Parkes findings are sufficient to maintain that KTAP has overriding significance. First up, it puts forth vivid grails for the training and transfer system. Second off, it constructs a design to tap and layout measures to follow for longed outcomes. World Bank Report (2000) says that:

To keep up the standard of high learning institutions, one cannot eschew the paramount role of qualified and motivated faculty. However, it is an unfortunate reality that faculty of even first-rate universities in developing countries receive very little training, if at all. This stints the knowledge that is transferred to students restricting students' ability to make use of existing knowledge and procreate new ideas.

The supposition of this paper is that training in HEIs is of sorts.

In a weightless economy, the worth of training for knowledge-intensive firms is anything but trivial. Given the overarching significance of knowledge, knowledge-based institutes must amass a mass of brilliant and intellectual individuals. Training can bring an array of benefits to firms for a fact. Be that as it may, pros and cons coexist in training where it reads the members of the workforce to evade their extensive reliance on the material and assists them in satisfying their needs of self-advancement and self-realization. It can be detrimental to organizations by dint of inadequate planning and management.

To be sure, societies are embracing change at an unprecedented rate, obsoleting the knowledge of employees thereby. It's a strong reason for employees of firms to factor in updating knowledge and improving with the speed of light. Fundamentally, for the improvement of employees' professional competencies, the corporations provide a litany of training opportunities. This helps corporations in

motivating their workforce to continue treading down the path of growth and development. (En-Shun & WEN-qin, para.4).

Social Interaction

When a group of people engages in a *tete-a-tete* mode of interaction, a sort of communication channel is created. This channel is important to ease the motion of non-codified Tacit Knowledge (TK). Be that as it may, vigorous social interaction sets up the right set of haps for the social establishment of knowledge in *tete-a-tete* learning (Noorderhaven & Harzing, 2009). Bjorkman, Barner, Rasmussen and Li (2004) proclaimed that training teams and another group of like nature, international leagues, and inter-department drives inarguably lay an influence on knowledge flows from a central system. Persson (2006) explored the health impacts of coalitions and brief teams formed of officers from varied units on the movement of knowledge between divisions. Schultz (2003) noticed knowledge inroads (vertical and lateral) at a central division and observed that informal linkage and between departments. Subramaniam and Venkatraman (2001) observed a positive bearing of cross-national teams on cross-border knowledge motions. It was speculated that explicit informal manner of social interaction propped up by the central system lasts long irrespective of the type of occasion.

Even so, the speculation that social interaction precipitates knowledge motions appears to be inexorable. The truth is, SI is seen as the real spark plug for knowledge transfer. It is believed to be a channel with the required capability to transfer convoluted knowledge. Still and all, a channel can hardly be taken as an illustration of the motions it serves. Going by in the rationale of the model, other facets that occasion knowledge flows must ring true. It is vexing for a transmission channel to profitably harmonize the impacts of these inactive aspects. SI has a linchpin role to play. It did not only work as a channel for the knowledge transmission processed at one end and used at another, but it also sets an important requirement for the impulse of KS and integration (Noorderhaven & Harzing, 2009).

Social Learning Approach

Knowledge is effectuated via powwows and intercommunication between people, and during the process, learning gets promoted via Social learning theory (SLT) (Easterby-Smith, Crossan, & Nicolini, 2000). Noorderhaven and Harzing (2009) corroborate that the link between the peers in SLT sparks the motivation and readiness to learn. This connection also magnifies the zeal to share knowledge with all others. SLT favours the role that senders, recipients and mediums play in knowledge flows. On the contrary, it contends that knowledge that colleagues share is inclined towards the tacit element of it (Brown & Duguid, 2001). To all appearances, It's difficult to decipher, move or transform TK, but it can be exhibited in what we do (Tsoukas, 2005). To set learning in motion, TK is to be interpreted, produced and integrated (Becker-Ritterspach, 2006). In order to check its credibility, one has to see it in a dialogue wherein both parties assume the roles of receiver and sender. This proves that the role SI plays is quite broad rather than just being a conduit for the KT produced at one end and utilized at another. Basically, it sets up a necessary condition for the feasibility of knowledge sharing & integration (Noorderhaven & Harzing, 2009). Thereupon, keeping in view the findings of SLT, it can be asserted that transfer of knowledge would kick in only when the workforce of various department resorts to actual interaction (Sjonell & Qvarnstorm, 2013).

Information Communication Technology

The ICTs are playing an overarching role in the soaring research-focused financial state whereof the procreation and use of knowledge serve an all-important role in the procreation of wealth. Although the broadening of the weightless economy and ICT breakaway is not essentially identical notions; however, both notions are sharply tied in. ICTs expedite the zippy accumulation, stockpile and diffusion of data expediting the construction and distribution of the knowledge thereby. Similar to the novelty of the past, for example, printing press which amplified the KT to a degree across space and time so did ICTS anew. To put it into perspective, the data, images, text and video clips now experience smooth transfer across substantial distances through the internet, satellite television or computer-to-computer data exchange

(Roberts, 2000). Much is being offered by the ICTs to the customers for selecting educational drives. It is now possible to get hold of any degree online, supplanting the essential requirement of attending institutions. To be true, learning is an endless process, and the future does not seem promising in relation to the need of attending traditional institutions (Khan., et al.).

By all means, ICTs are sum and substance of the KT system. All the same, the importance of tete-a-tete communication remains unhurt. Broadly speaking, the new ICTs may convey more taciturn and social components in the communication process now: however, the process turns out to be slow, and the position of tacitness is central in tying up practices and functions in the corporation. The methods in use to administer the use of ICTs hold a considerable influence on their success mechanism for KT and communication (Roberts, 2000).

ICTs consist of two types of media, i.e., synchronous and asynchronous media. Synchronous media embodies telephone and instant messaging, audio/video conferencing, and shared application. Asynchronous media constitutes calendaring systems, email, shared document repositories, voicemail, and threaded discussion forums (Massey & Wells, 2008). The available or anew means of cooperation furnish an array of opportunities and challenges (Massey & Wells, 2008). The use of technologically mediated communication, if it happens to be between agents who share the same social, cultural and linguistic qualities, will turn out to be hugely advantageous. Come whatever may, it becomes fruitless when agents do not share common climate at the outset of the communication specifically. Over time, the agents will develop a liking for the partner's social background. Conjointly, they will agree on some set of beliefs and social norms of each other, thence expediting the knowledge exchange.

Knowledge is influenced by ICTS in ways unimaginable. First of all, the dramatic rise of suburbanized computational power nurtures the stockpiling, accumulation and distribution of data on a massive scale. This development leads to the creation of anew knowledge and information. Second off, ICTs through the exchange of data, expedite the KT. If knowledge can be codified, the use of ICTs makes the dissemination across the globe possible at the minimum cost. Still and all, the motion of TK is not cakewalk for the plain reason that the transfiguration from knowledge to information and onto data will be half-complete. Ergo, the presence between the recipient and the sender is essentially a prerequisite for transfer of TK. Nonetheless, at present this point-blank communication is substituted by such technologically supported interaction. These point-blank interactions are considered an all-important condition for the inch perfect movement of tacit knowledge (Roberts, 2000).

Although, Bolisni and Scarso contend that there are few kinds of ICTs that promote tacit-to-tacit KT. The means by which this exchange of TK kicks in embodies drafts, pictures etc. To aid the interchange of knowledge partly, a computer application can be given consideration, for example, in the shape of graphic files. In any case, the mechanism of decrypting data into knowledge and information completely, it must be done by the human brain (operator).

When the generation and movement of TK are concerned, the first thing that leaps to mind is ICTs. Still and all, one thing that cannot be ignored is the fact that, alone, ICTs may not comprehend the sort of environment deemed essential for the profitable sharing of TK. In essence, two persons communicating from two opposite poles can interpret the identical codified knowledge from a report sent to them via the internet at the same time. Still and all, the sharing of TK turns out to be cumbersome for these individuals irrespective of the help that desktop video conferencing offers until these individuals share the same social and cultural context. When this condition is met, these individuals can share TK by making sense of codified knowledge. As a result, a new TK that, for the large part, will be the same is created (Roberts, 2000).

Effective Knowledge Transfer (EKT)

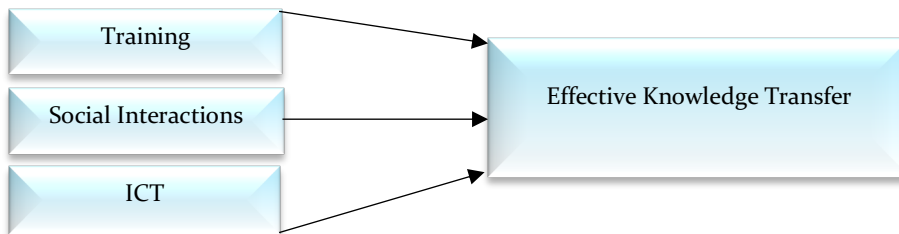
In line with the research of (Smits & Moor, 2004), the effectiveness is about embedding KM practices in an organizational context. Wherefore, EKT corresponds to keeping oneself abreast with who knows what, who wants to know what and how to convey that knowledge. To be sure, EKT has the propensity to thwart the reworking of techniques and ideas and the recurring of errors. Essentially, EKT can save copious amount of time, thus, contributing to a better conduct of HLI. Even so, a firm cannot be held

responsible for individuals' lives; sharing the correct information to the right people at the most suited time is basically viewed as an important element for a firm's sustenance. On instances where an important figure of the firm bows out or marketing and HR departments don't commune in general but occasionally during meal breaks, firm may fail. This is where the use of EKT hits a home run. EKT is lynchpin for a safe future.

Hypothesis

- H₁:** The influence of training on EKT in HEIs is negative
- H₂:** The influence of social interaction on EKT in HEIs is negative
- H₃:** The influence of ICT on EKT in HEIs is negative

Theoretical Framework



Methodology

The study was administered using a mix-method approach. The type of research used is dubbed as cross-sectional, and the employed technique is a cross-sectional explanatory sequential design (Creswell, 2015). In tandem with this above-mentioned technique, the study resorted to quantitative component (the questionnaires) firstly, and this was followed by qualitative part (interviews).

The primary and secondary types of data have been used to determine the magnitude of the impact of training, SI, ICTs on EKT. First up, secondary literature was used to underscore KT barriers brought to the fore by this study. What ensued was the culling of primary data using the tools of questionnaires and interviews necessary for investigating the research question. The reckoned population was 1535 elements (database of public universities of Quetta district) which slashed to a sample size of 317 subjects through the use of slovin's formula (Apriliadi & Adman, 2019). The formula is as under:

$$n = N / 1 + Ne^2$$

Where n denotes sample size, N denotes no of elements, and e denotes margin of error. The margin of error was 0.05 (confidence and level 95%), no of the elements were 1535. By using these values, a sample size of 317 subjects was reckoned.

The simple random sampling technique was used, which falls under the probability sampling technique. The questionnaire response rate was 92%. The five-point Likert scale was used to measure results. The no of interview participants was eight anchoring to 5 (strongly agree) and 1 (strongly disagree). The questionnaire design took place by blending two different questionnaires from 2 different studies i.e., (Ngoc, 2005) and questionnaire by Chumnumpan et al., (2011). The pilot testing was done to get reliability of questionnaire using cronbach alpha which showed it to be 0.916. For statistical analysis of data SPSS IBM version 20 was employed. MLR and correlation techniques came into use for data analysis. Hypothesis were tested using bivariate analysis and regression analysis helped in measuring EKT.

Article Analysis

Descriptive Statistics of Experimental and Outcome Variables

The under-mentioned diagram demonstrates that the standard deviation and mean of the training, SI, ICTs (IVs) on the knowledge transfer (DV).

Exhibit 1. Descriptive Statistics of the Variables (DV & IVs)

Variables	Mean	Std. Deviation
Age	2.5	.643
Gender	.61	.489
Job	2.5	.850
Experience	2.6	.533
Knowledge Transfer	3.9	.691
Social interactions	3.91	.725
Training	3.4	.977
ICT	3.85	.736

Exhibit 2. Multicollinearity Assessment: Independent Variables

Variables	Collinearity Statistics	
	Tolerance	VIF
Social Interactions	.703	1.422
Training	.822	1.216
ICT	.645	1.552

Correlation Coefficients

The under mentioned diagram demonstrates the correlation matrix of the variables. It exhibits the results of bivariate correlation which shows positive and significant relation of all the variables with knowledge transfer. The training with KT is significantly and positively correlated ($r = 0.283, p < 0.05$). The social interaction with KT is positively correlated ($r = 0.675, p < 0.05$). The ICT with KT is positively correlated ($r = 0.453, p < 0.05$). Going by the results of correlation, it can be asserted that a relation between the independent variables exists. In other words, there is a positive correlation of training, social interaction and ICT with knowledge transfer.

Exhibit 3. Correlation

Variables		Correlations			
		1	2	3	4
1	Knowledge Transfer	1.000	.675**	.453**	.283**
2	Social Interactions	.675**	1.000	.537**	.304**
3	ICT	.453**	.537**	1.000	.410**
4	Trainings	.283**	.304**	.410**	1.000

** Correlation is significant at the 0.01 level (2-tailed).

Multiple Linear Regression (MLR) Analysis Outcomes

For the dependent and independent variables, a regression analysis was used. With the help of MLR method, the influence of training, social interaction and ICTs (IVs) was examined on EKT (DV). The results so obtained are tabled in diagram 4.

Going by the results, it is established that KT is positively related to training, SI and ICTs. From this it can be concluded that hypothesis of the study remains unaccepted/ unqualified.

Exhibit 4. Results of Multiple Regression Analysis

	Standardized Coefficients	T	Sig.
	Beta		
Social Interactions	.600	11.834	.000
Training	.057	2.031	.043
ICT	.108	1.208	.228

Exhibit 5. ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	66.479	3	22.160	86.620	.000
Residual	74.957	293	.256		
Total	141.436	296			

R Square

The under-mentioned figure exhibits that IVs of the inquiry can introduce 85% change DV. With the admittance of other variables, the percentage of change will be close to the figure of 86.

Exhibit 6. R Square

Multiple R	R Square	Adjusted R Square
.933	.852	.847

Qualitative Results

Consistent with the explanatory sequential design, the study reported to the qualitative methods of data gathering right after the quantitative data collection techniques.

Content Analysis

Lately, the use of content-analysis is gaining increasing popularity (Hsieh, H. F., & Shannon, S. E. 2005). The study in question also has employed this method. In this method, one has to make sure that preconceived categories are not used but that the titles for categories flow from the data (Kondrachi & Wellman, 2002). For data collection purposes, the paper resorted to techniques of interviews owing to their ability to curtail dissensions by allowing point-blank intercommunication. The basic intent behind culling qualitative data was to get respondents' views. At bottom, these views were important in determining the existence or non-existence of barriers the paper deals with. Another aim associated with interviews was to elicit recommendations of respondents that may help in elimination of KT barriers.

The literature review upholds the notion that each society has to reckon with a unique set of barriers. Therefore, the idea that no study conducted in any particular society bears no chance of replication in another inholding a very different disposition hits the home run. Explicitly, the recognition that certain barriers exist in some parts of the world essentially is not a confirmation of their existence in the rest of the parts of the world. This can be seen in the backdrop of each society maintaining its own unique culture. As is the case with most Asian societies, in our society, people desire to intermix, prefer a collective living, and wish to develop stable bonds. They meet and greet peers and authorities day in day out rather than seeing each other on occasional meetings only. Thus, ruling out the factor of social interaction. The literature maintains that in order for socialization to be effective, it has to be vigorous. And these cultural norms in our society, together with the firm's ventures, make it vigorous. Similarly, the barrier of Information and Communication Technologies precludes for the study discourages an over-reliance on ICTs as they inhibit face-to-face interactions. However, as the subjects of the study draw attention to the presence of copious interacting sessions, employees frequently get involved in face-to-face interactions. This pretty much eliminates the setbacks that ICTs may present.

Talking of training, quantitative and qualitative results do not recognize it a barrier. Be that as it may, qualitative results point out that training opportunities, if any, mainly are planned and designed for rookies which in the main happen to be against the essence of training. No study seconds this view where training is designed only for rookies. Here it goes without saying that training yields best results when training need has been correctly identified and identification of right audience is equally significant. Another point worth mentioning in the context of Quetta district is that the higher education institutions in the city are already few and far between. On top of it, the institutions that exist don't feel any strong competition, which lessens their fears of threat from outside sources. For the stated reasons, the institutions care less about undergoing any high-end training. Likewise, the workforce of

these institutions sense no threat to their job security or survival and therefore the importance of training is hardly realized. This argument sheds light on as to why trainings despite being ill-planned and ill-executed in these institutions, do not turn out to be a negative predictor of effective KT.

The second part of the interview focuses the question; could you bring to the fore the presence of any other impediments that may stymie the KT process?

In response to the question posed, the respondents mentioned a range of impediments namely, little to no participation of employees in decision making, lengthy processes, red-tapism, rigid norms and a conservative system. The workforce whined about the pervading politics to be inflexible and whose presence only adds insult to the injury. Besides, little to no participation in decision making is also a grave concern of the employees. Yet another vexing problem is that the seniors exhibit less professionalism and more personalism. The notion that subordinates can be better qualified relative to their senior counterparts does not hit home with seniors. Ergo, the seniors bitterly fail to accept that their subordinates can possess a better view of things compared to them.

Lastly, the 3rd part of the interview pertained to the recommendations that respondents were requested to share in order to do away with the identified impediments. For a start, the respondents suggested that employees shouldn't be kept aloof from the decision-making process. Instead, the focus should be on having a modern and speedy system of decision making in place which would see employee participation a pivotal component of decision-making process. For this to happen, the corporations need to set up a supportive structure, i.e., instead of a vertical structure, a horizontal structure may work better. What has been greatly patronized by the informants is the energetic participation of the workforce in cooperative group assignments. The list of some other suggestions includes joint ventures and cooperative research agreements. Moreover, the conservative system that augments up red-tapism must be done away with.

Way Forward

A longitudinal study focused on examining the causality between identified variables can be carried out. The influence of the impediments on knowledge capital can also be determined.

Conclusions

The primary focus of the paper was to determine the impression of training, social interaction and ICT on KT activities in HEIs of the Quetta district. Besides, it also endeavored to purport effective solutions that may help the HEIs in better coordinating their knowledge transfer activities. By all accounts, the results of the study are interesting and can promote advances in the relevant fields of research. Going by the results of the study, it can be established that none of the independent variables serves as impediments that may stymie the knowledge transfer in the running system of the HEIs. As a matter of fact, rather than these barriers stymie KT, they in fact promote KT.

All in all, my recommendations to the management of HEIs would be to factor in a revision in the existing politics in order to have them more flexible which has been the demand of the workforce for a good long time now. From all accounts, the decision-making process has to be propitious. For this purpose, the top-management can factor in holding meetings with the workforce wherein employees are allowed to have their say and authorities can use it to listen to the concerns and views of the employees. Into the bargain, institutions also have to play their role by riding off with the plagued system that engenders red-tapism. Moreover, all employees should have access to training opportunities without the exercise of any prejudice. In the end, I believe that this research can go a long way in making KT process more seamless and sounder letting institutions gain more competitive power by ensuring quality, standard and merit.

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