Bridging the Gaps in Transnational Technology Transfer Under HR Development in the Travel and Hospitality Sector

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Abstract

The rapid pace of technological advancement and globalization has heightened the need for effective transnational technology transfer (TTT) in various industries. Bridging the gaps in TTT, particularly within human resource (HR) development-focused projects, presents a critical challenge. This paper explores the integration of HR development strategies in facilitating successful TTT across borders. By analysing case studies, examining industry-specific challenges, and reviewing current HR practices, the research identifies key obstacles such as cultural differences, lack of adequate skills, and insufficient collaboration between organizations and host countries. The paper proposes a holistic framework that integrates both technological and HR development elements to improve knowledge sharing, enhance capacity building, and ensure sustainable transfer of technology. Emphasizing the importance of strategic partnerships, cross-cultural communication, and continuous skill development, this study aims to offer practical solutions for industries seeking to enhance their global competitiveness through effective technology transfer.

Keywords: Human resource, Transnational Technology, Travel, Hospitality, Strategic projects.

1 Introduction

Similar competencies in today's European job market depend on comparable educational programs that certify particular qualifications. EU financial programs are necessary to create such excellent cross-cultural knowledge transfer initiatives. Provide Romanian businesses, non-governmental organizations, and governmental institutions with exceptional opportunity. The difficulty lies in designing, planning, and overseeing "strategic projects" (SP-s) that generate, share, and preserve relevant knowledge, including that of educational methodology and specialized qualifications, while minimizing implementation risks associated with transnational projects. This work becomes more difficult when the SP-s must overcome the educational disparities across the project's target groups in addition to the cultural dangers.

The knowledge transfer (KT) process is impacted by national cultures when it crosses international borders. This, together with the organizational culture and differing approaches of the participants, may jeopardize the effectiveness of the KT and the project's overall execution. This chapter's objectives are to analyze the suitability of traditional project evaluation methods when working on strategic projects for human resources development and to advance certain empirically supported theories aimed at more effective knowledge management and more efficient strategic projects, based on time, money, and quality.

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Nonaka and Takeuchi's (1995) views of knowledge and intellectual capital are the foundation for the focus on human resource quality as a primary driver of an organization's growth. Human capital, or the strategic value of human resources, represents the entire worth of the workforce. Kaplan and Norton (2004) state that, which is the strategic value of human resources. According to Kaplan and Norton (2004), human capital encompasses all organizational contributions that demonstrate knowledge, creativity, innovation, learning and processing, thinking, and decision-making. The organizational culture fully reflects the synergy of an organization's living assets, which is known as human capital. The team's overall worth, which includes employee motivation, expertise, competencies, and work experience, is what is referred to as human capital, not the group of individuals that work for the company [1].

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The primary reason because organizational culture is important because it can significantly impact an organization's capacity for knowledge management [2]. The introduction and encouragement of knowledge management (KM) techniques pertaining to the generation, transfer, and dissemination of knowledge can be impacted by the culture of an organization. Therefore, the effectiveness of knowledge management is influenced by the culture of the organization.[3] .The organizational culture, which is the storehouse of the organization's norms and values, influences the top management's strategy and leadership style, the incentive and compensation structure, and the attitudes of the workforce. Regardless of whether the company culture upholds the values of adaptability or stability and conservatism, how organizational practices are changed depends on what managers and staff believe to be required, sufficient, effective, or beneficial according to their common values and views as communicated via a variety of media. Since values can influence social contact and communication between employees of a single firm and between many partners in a transnational, strategic initiative, they are more obvious manifestations of corporate culture. Furthermore, Keyton (2011) argues that communication among individuals inside an organization shapes its culture, and that communication is essential to both knowledge management and organizational culture change. According to the aforementioned, key elements of an organizational culture include how management and staff perceive and respond to stakeholder needs, how much emphasis is placed on the quality of core processes, how interested they are in innovation and learning capacity, and how they follow communication guidelines both inside and outside of the company. Although the few papers that have been discussed in the literature [5] provide good opportunities for additional research, the chapter's goal was not to operationalize in order in order to produce and evaluate certain hypotheses about the causal relationship between different organizational methods and particular organizational culture types. This chapter will look into any possible connections between managerial effectiveness of international knowledge transfer programs and organizational culture. Since it is exploratory in nature, the theories put out here can be tested empirically. Two objectives are in view. The outcomes of the project's execution will be utilized to evaluate the conventional project assessment method of the golden triangle "budget-time-quality." Nevertheless, given that the primary objectives of the programs being examined were knowledge transmission and disseminated as efficient procedures for enhancing the efficacy of a company, a strategic study founded on a on a SNA-BSC model will be offered as a more suitable evaluation tool. Two case studies detailing two initiatives completed between 2010 and 2014 serve as the foundation for this study. All four viewpoints were taken into consideration, even though the projects were carried out in two cultural contexts with significant disparities (Bibu, 2000), primarily supported by the educational attainment of the members of the relevant targeted groups. have had comparable evolutions according to the BSC model. Since the project life time exceeds the project implementation time, the case studies were created with a six-month preparation period (6m-Ante) and a six-month post-implementation period (Post-6m) in mind.

1.2. Literature review

The following topics of interest were selected from the extensive body of literature pertaining to the chapter's stated objectives: risk management, the balanced scorecard model, social networks analysis, organizational change strategies, the impact of organizational. First and foremost, culture on knowledge management, and knowledge transfer dimensions. The terms "knowledge transfer," "knowledge dissemination," and "knowledge management," which refer to both freshly developed and existing knowledge, must first be defined. Knowledge transfer is defined in this chapter as instructional activities that mainly entail the development and sharing of knowledge [7][8], such as well as commercialization, undergraduate and graduate teaching, commissioned research, commissioned education, and cooperative research [8].

On the other hand, according to [9], knowledge is one of an organization's most strategically essential resources, and the definition of knowledge transfer proposed by [9][10] as defining the acquisition of new

information will also be accepted. Most studies on conceptualizing and measuring knowledge transfer have used an economic interpretation. As a result, multiple dimensions were associated with [10] defines timing, budget, and recipient satisfaction. [11] identify three additional measures: breadth (quantity), depth (understanding), and speed (pace), however Reagans and [12] admit that the cost of information transfer may be related to time and effort. The study presented here will examine the results of Perez-[13], who distinguished four components for knowledge transfer assessment: economy, utility, speed, and comprehension. According to [14], the two essential elements of performance management for HR strategic projects—the effective generation and exchange of knowledge—were derived from the management style that encourages value sharing inside the company culture. The writers also emphasize how management may help build trust, respect for innovation and knowledge creation, and communities for sharing information within the company. Assumptions [15] state that organizational development and adaptation may be the cause of organizational change. These motivations cover both likely internal and external causes and can offer several responses to the three most important concerns regarding organizational change drivers, which are [17]: what changes, why it changes, and when it changes. Organizational culture is the most crucial element affecting an organization's capacity to carry out a strategy successfully, claim [17][18]. The nature of the organizational change process, which can be continuous or discontinuous, is one of the main issues brought up by the literature [18]. The main difference is in the methods of implementation: discontinuous changes are drastic (second order), while continuous changes are gradual (first order changes). While second order (radical) changes are comprehensive and revolutionary, first order (incremental) changes are partial and evolutionary. Organizational (strategic) changes focus on four main areas when it comes to content change: work structure (tasks), social structure (relations), processes (organizational dynamics), and structure and system (organizational statics). [1] investigated the role of human elements such as interpersonal trust, employee communication, and willingness, as well as organizational structure, incentives, and information systems. The findings of his research entirely support those of [3], who considers them as crucial variables in ensuring successful information exchange. Rhoades, Covey, [21]. describe a process for altering organizational culture. The authors argue in their study that in order for employees to adopt the ideal standards and ideals that company culture provides change, top management must support them by inspiring and appropriately rewarding employees. According to [19], organizational management tends to requirements and expectations of the workforce from the company's long-term goals. The existence of a bipolar organization because of divergent perspectives on change between management and staff, could lead to misunderstandings, create an unfavorable situation with regard to strategic initiatives, and present serious risks to their execution. These include the operational risks that impact the organization's short-term performance, the financial risks that arise from exposure to financial loss, the hazard risks that arise from exposure to property, personnel, or liability loss, and the strategic risks that arise from both internal (organization polarization, resistance to change, organizational culture, etc.) and external (new policies, regulations, and trends) sources. Among the hazard risks resulting from property, personnel, or liability loss exposure, the financial risks resulting from financial loss exposure, the operational risks affecting the organization's short-term results, and the strategic risks resulting from both external (new policies, regulations, and trends) and internal causes (organization polarization, resistance to change, organizational culture, etc.). [21] introduces absorptive and transmissive ability as the most essential capacities of participants in a knowledge transfer process, based on Cohen [22]. views. Husman defines absorptive capacity as an organization's ability to understand incoming information, whereas transmissive capacity relates to one organization's ability to effectively convey particular expertise and jointly establish KT expenses. According to Barnes and [15], from the perspective of strategic project implementation, the various managerial, technological, cultural, and financial approaches that each partner develops throughout the project's implementation, along with their disparate strategies, create a significant risk that should not be undervalued. In order to facilitate the conversion of the organization's strategic goals into a set of actions, Kaplan and Norton (1996) create a novel approach that enables both strategic and operational planning in addition to a feedback mechanism for gathering and obtaining input on the planned actions. The balanced scorecard, or BSC, approach has provided the majority of researchers with a prerequisite for more study with the goal of more thoroughly integrating the financial measures of

organizational performance with the non-financial essential components of responsible research and innovation (such as gender equality and open research and innovation). According to [15]. the topology of the network can influence information transmission, with strong linkages supporting complicated knowledge transfer processes and weak ties promoting "simple" knowledge. Reaganes and [12] also believe that network The effectiveness of knowledge transfer and system performance are influenced by network topologies and associated communication both inside and between networks. More precisely, [2] have presented strong arguments for the value of social networks in enhancing an organization's ability to absorb information. In a similar vein, [5] asserted that informal networks are crucial to the dissemination of information. A network's absorptive capacities are enhanced and knowledge transfer is made possible by the combination of strong and weak ties. Likewise, Sawyer [10] asserted that in order for people to share and absorb information, social networks must be supported by both official and informal behaviors.

1.3. Standard assessment of strategic projects:

Generally speaking, a project assessment will look at three things: the budget, which shouldn't be surpassed, the implementation time, which shouldn't be extended, and the quality of the results, which shouldn't be below the specified level. Project management states that success can be achieved by evaluation of time, cost, and quality; nevertheless, project outputs that fall short of stakeholders' expectations may be deemed unsuccessful. This is especially evident in programs pertaining to knowledge transfer, which usually yield intangibles as anticipated benefits and outcomes. The lack of widely accepted guidelines and practices for assessing the quality of intangible results makes it extremely difficult to do so. This chapter provides examples of two strategic HRD projects, each having a 36-month implementation timeframe and a non-refundable budget exceeding 4 million euros. Successful knowledge transfer initiatives that would encourage strategic shifts inside Romanian partner organizations (five per project) were the goal of both programs. In order to disseminate knowledge about cutting-edge teaching methods centered on extensive use of IT systems (blended learning), the strategic project A (SP-A) involved three international organizations and five Romanian NGOs. The project had two primary objectives: first, more than 2500 people needed to be taught, assessed, and then certified for new occupation-related competencies; second, more than 50 educators needed to learn new teaching skills based on IT educational tools.

The strategic project B (SP-B) involved two international organizations and five Romanian partners, all of which were universities. The goal of SP-B knowledge transfer programs was to design and build new curricula. The intended enhancements were thought to be achieved at the mythical levels of content development as well as curricular structure. Likewise, it was anticipated that over 9000 students and 150 academics will take part in the project's activities and benefit from KT. The two projects were found to have been effectively finished using the so-called "standard methods" of project assessment. In particular, for SP-A, less than 98% of the budget was used to achieve 96% of the project's goals within the specified time frame, whereas for SP-B, over 94% of the project's goals were achieved in the 36-month timeframe with just 65% of the funds utilized. The financial and non-financial progression of the metrics provided by [22] for the BSC assessment methodologies sparked a lot of attention, considering the strategic nature of the two projects being studied. Consequently, during the implementation phase, Romanian partners provided technical and financial reports to management authorities that collected both non-financial and financial data. The BSC model developed by Kaplan and Norton was used to assess the following points of view: internal process, learning and growth, stakeholder satisfaction, and financial. From a financial perspective, the BSC analysis displays the project's budget allocation execution. According to the project implementation standards, all parties must pay first, then reimburse, so the budget allocation diagram needs to be appropriately interpreted. Due to the lack of prepayment, a low project budget might therefore be perceived as either a lack of financial resources or a lack of passion for project activities. The budgetary allocation for the SP-B implementation and the six-month post-implementation phase are shown in Figure 1. Figure 1 , graphic shows that the project's last semester was when the majority of the total budget was allotted. Additionally, it can be demonstrated that just one of the five participants has invested a substantial amount of money following the project's execution to support the outcomes gained from the knowledge transfer at that time.

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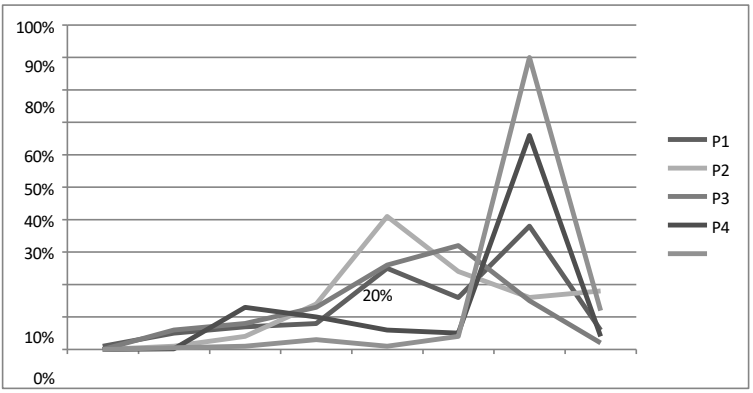

Figure 1. Financial allocation done by the participants of a 36 months long, strategic project Source: author's results.

The diagram in figure 2, which takes stakeholder satisfaction into account, shows that the project leader (P1) allocated the majority of the work necessary to generate reports on the project's achieved and anticipated results. The number of hours allotted by each project partner represented the efforts in the figure in Figure 2. to generate specific reports to the finance authority. This representation was deemed significant because the authorities only assessed the total project performance, budget, and timeline at the conclusion. The graphic in Figure 3, provides a qualitative representation of the progression of internal processes. These measures were targeted at adapting the methods and procedures so that the recipient participants could better comprehend them in in various classes, workshops, and hands-on demonstrations .Since the partners' own money was the only source of funding for these activities at that time, the design in figure 3 is equally important for the effort allotted after implementation was completed. According to the BSC model's learning and grow perspective, the partners' capacity to further support the changes brought about by knowledge transfer, as well as to effectively communicate and support organizational development while maintaining their skills and motivation, is illustrated in figure 4.

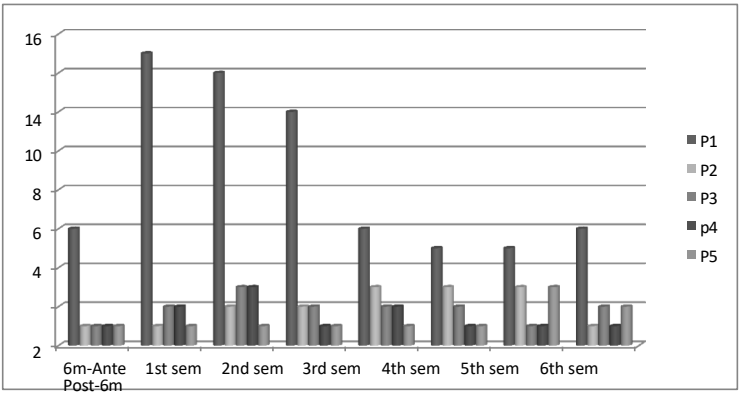

Figure 2. Effort allocated by partners for stakeholder satisfaction Source: author's results

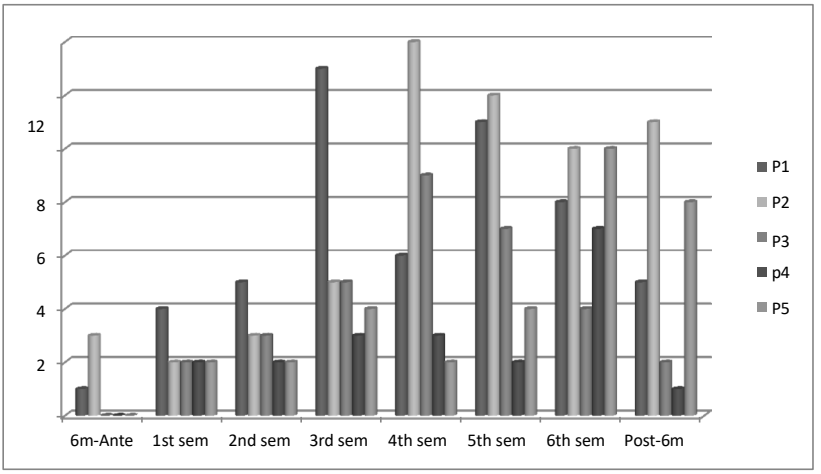

Figure 3. Allocated efforts for internal processes fulfilment Source: author's results.

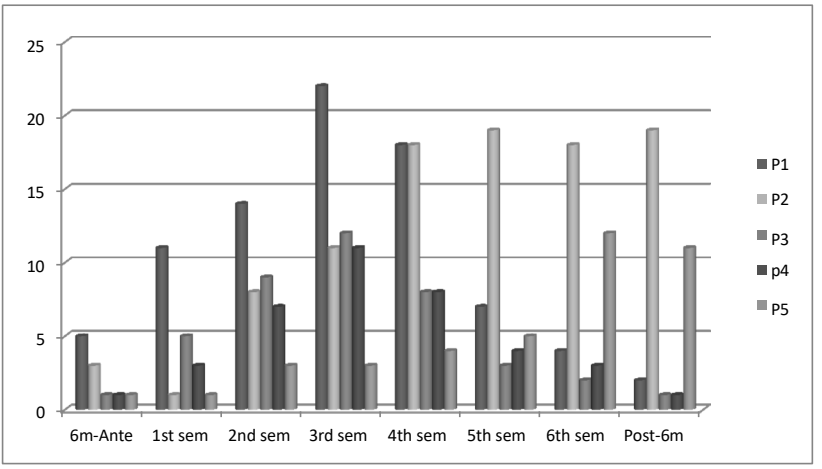

Figure 4. Evolution of learning and grow perspective during the project implementation

Source: author's results.

Only two of the five partners had ultimately decided to advance learning and expand practices that the project's educational technology had made accessible to all partners, as shown in Figure 4. The anticipated outcomes of the project and the carefully examined project-related parameters—time, budget, and results-related quality—are not in conflict with this circumstance.

1.4 A more complete strategic projects assessment

Significant differences in the partners' development over the course of the project execution period were found in the previously reviewed study. It was almost impossible to predict the reflected situation, and there didn't seem to be many answers to the question of why transfer, at least for two of the partners. What sort of transfer? When will the transfer occur? Furthermore, neither the BSC review nor the more operational assessment that concentrated on time, money, and quality can shed any light on the factors that led to such different results under essentially the same circumstances.

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1.4.1. BSC-SNA Assessment

The following was the first hypothesis created for this topic based on [22][25]: Hypothesis 1: Social network analysis can offer insightful information for knowledge transfer project strategic analysis. Using the methodology of [7] and [9], a SNA analysis was carried out based on the number of emails sent to and from the project leader within the project-related network. The level of activity on the network is shown in Figure 1.5.relation to each of the project partners, which are considered as receipts for knowledge transferred during project operations.

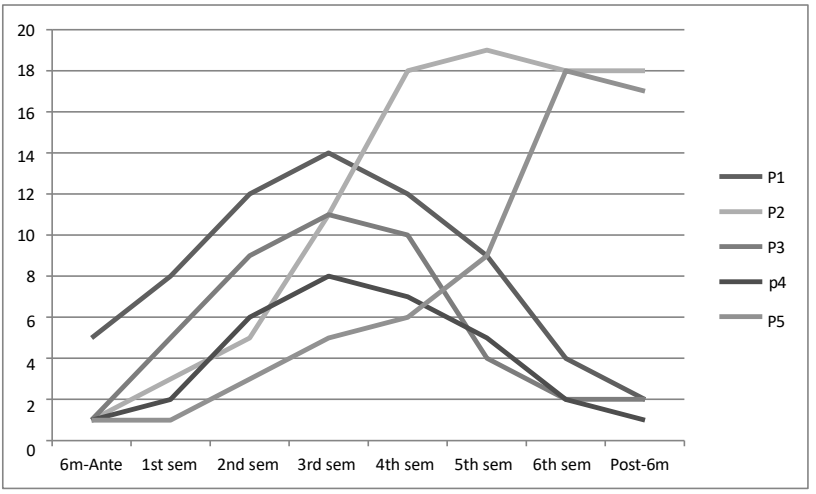

Figure 5. The intensity of project network activity

Source: author's results.

The conclusions shown by the diagrams in figures 3 and 4 are in line with the lines' expected, comparable progression in figure 5. The highest amount of activities necessitating the involvement of all partners established the peak associated with the third semester of 2012. The partnership's overall support for knowledge transfer-specific initiatives during the last year of project implementation and beyond is clearly shown in diagram 5.

Hypothesis 1 is qualitatively supported by the clear parallels between the development of the main project activity (fig.3) and the learning and growth viewpoint (fig 4). From the standpoint of Reagan and McEvily, this figure also offers helpful data regarding the effectiveness of knowledge transfer processes.

1.4.2. Knowledge transfer assessment

Bosua and Evans (2012) state that another theory has been taken into account.

Hypothesis 2: Improved social networking can strengthen the absorptive and transmissive capacities of participating firms in a knowledge transfer process.

For the time period allotted to the projects (minus/plus six months), KT-related efficiency was represented based on the quantity of new courses offered, the introduction of new teaching methods, and certain outcomes ascertained at the project's conclusion. Husnan's previously examined KT cost statements were used to calculate the KT process's efficiency and display the diagram in Figure 1.6. The KT assessment

presented here may offer qualitative data to aid in the analysis of the project partners' strategic participation, despite being empirically developed.

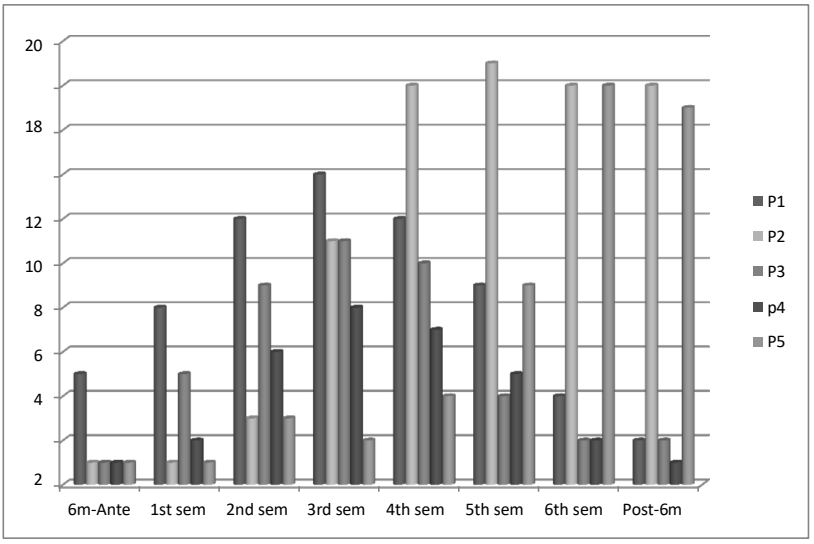

Figure 6 KT related efficiency evolution

Source: author's results.

Together with the one in figure 5, the P2 and P5 evolutions in figure 6 provide the appearance that hypothesis 2 is correct: information transfer is more effective when there is better communication. Additionally, this idea is generally supported by the initial level of KT efficiency in relation to P2 and P5, their communication evolution, and the matching KN efficiency.

1.5. Limitations of the research

Even though the two projects have been studied since they started (August 2010 for SP-A and January 2011 for SP-B), research is challenging due to the absence of accurate indicators for knowledge transfer processes. In this regard, more effort needs to be done only to examine the more than 8,000 emails that were connected to SP-A during its first year of operation. System dynamics analysis (SD) is an additional study that tends to support the actual research more than the intended SNA analysis, which was only partially utilized because of difficulties evaluating the partners' local network architecture and configuration. Consequently, a follow-up BSC-SNA-SD analysis will provide not only the anticipated picture of the project's development but also the chance to examine the. Lastly, despite being the appropriate way to support the research in the examined area of interest, the combination of methodology approaches—both qualitative and quantitative—that were taken into consideration were not adequately structured.

.1.6. Conclusions:

A comprehensive picture of the activities meant to significantly influence the participants' future development cannot be obtained from an evaluation that is focused only on the budget, time, and output quality allotted., as predicted by the associated knowledge transfer procedures. To properly examine many aspects of information transfer efficiency, strategic evaluation methods such as BSC must be supplemented with communication network-related analysis and dynamic analytic methodologies. A preparation project could help with risk reduction for knowledge transfer-related undertakings. During these projects, the receiving organization's absorptive capacity to understand the received It is necessary to create knowledge and its transmissive potential in order to successfully transfer the particular knowledge (as well as the knowledge source organization). Communication routes, especially social networks, may be quite important in these situations.

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