

Chapter 3

Knowledge Transfer Issues in Teaching: Learning Management

Neeta Baporikar

HP-GSB, Namibia University of Science and Technology, Namibia

ABSTRACT

Professional schools typically build their raison d'être on the mission of developing knowledge that can be translated into skills that advance the practice of the professions. On the other hand practitioners fail to adopt the findings of research in fields be it medicine, management or engineering. Further, knowledge created is not always in the usage mode, that too in real life practical situation. Action scientists focused on the characteristics and behaviors of researchers to explain this lack of implementation of research knowledge. Identifying the major gaps between scientific knowledge and actual knowledge transfer issues is crucial in today's scenario. Hence, the purpose of this chapter is to identify knowledge transfer issues, discuss the issues and advancements therein, and highlight practical implications of relating theory to practice with focus on management discipline. The issues discussed herein are not only of utmost importance but crucial for understanding, given the current state of management education, organizational science and knowledge management practices.

INTRODUCTION

Professional schools typically build their raison d'être on the mission of developing knowledge that can be translated into skills that advance the practice of the professions (Kondrat, 1992; Simon, 1976; Tranfield & Starkey, 1998). However, based on evidence and the cry in the gap of relating theory to practice, this undertaking by professional schools remains elusive ideal or at best abstract and obscure. Getting clear picture for appreciating the connection between theory and practice is a tenacious job for all scholars of all professional schools be it agriculture, business, education, engineering, journalism, law medicine, etc. Several special issues in leading academic journals¹ have highlighted growing concerns that academic research has become less useful for solving practical problems and that the gulf between

DOI: 10.4018/978-1-5225-1019-2.ch003

theory and practice in the professions is widening (Anderson, Herriot, & Hodgkinson, 2001; Rynes et al., 2001). On the other hand, organizations are not able to keep pace with the changing times, because of the following reasons:

1. Academics are being criticized for not adequately putting their research into practice (Beyer & Trice, 1982; Hodgkinson, Herriot, & Anderson, 2001; Lawler, Mohrman, Morhman, Ledford, & Cummings, 1985).
2. There is also increasing criticism that findings from academic as well as consulting studies are not useful to practitioners and do not get implemented (Beer, 2001; Gibbons et al., 1994).
3. Professional knowledge workers, as well, are criticized for not being aware of relevant research and not doing enough to put their practice into theory (Van de Ven, 2002; Weick, 2001).

There is a growing concern about the chasm between theory and practice. This is usually referred to as a knowledge transfer issue. On the other hand practitioners fail to adopt the findings of research in fields, such as medicine (Denis & Langley, 2002), human resources (Anderson et al., 2001), and management (Tranfield, Denyer, & Smart, 2003). Also knowledge created is not always in the usage mode, that too in real life practical situation. Action scientists such as Argyris and Schon (1996) focused on the characteristics and behaviors of researchers to explain this lack of implementation of research knowledge.

Identifying the major gaps between scientific knowledge and actual knowledge transfer issues is crucial in today's scenario. Only then, it would be possible to apply that scientific knowledge to real work situation in the world of practice. According to (Schein, 1987; Whyte, 1984) this implementation is possible only if researchers, consultants, and practitioners jointly engage in interpreting and implementing study findings.

Hence, the purpose of this chapter is to identify knowledge transfer issues, discuss the issues and advancements therein, and highlight practical implications in connecting theory and practice. By identifying the major issues in knowledge transfer and then drawing attention to the applied implications of such issues, we can leverage knowledge to ultimately eliminate the obstacles that prevent human resource in organizations from reaching their peak performance potential. HRM literature has focused, and continues to focus, on individual-level phenomena. However, as HRM continues the current trend of developing a more strategic focus, the need to be more inclusive with respect to knowledge transfer issues will become critical. The issues discussed in this chapter are not only of utmost importance but crucial for understanding given the current state of organizational science, knowledge management and HR practice. Thus, the chapter is about relationship between theory and practice in the field of management, understanding the knowledge transfer issues, steps involved for effective knowledge transfer and motivation for knowledge transfer. In the process of doing so, how gap is framed between theory and practice gets examined, nevertheless the focus is on ensuring the productive connect between theory and practice. The prevailing approaches today are: knowledge of how to do things, that is the practice in professions is derived partially from knowledge of science and broadly from research and scholarship and the trickiness is in transmission from research (theory) to practice. Another view is that theory and practice are as distinct kinds of knowledge, each reflecting a different ontology (truth claim) and epistemology (method). This does not mean that they are opposite to each other or they replace one another, but they complement each other. This view leads to the third that is; the breach between theory and practice is a knowledge production problem. Hence, establishing relationship between theory and

19 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/knowledge-transfer-issues-in-teaching/167929

Related Content

Decision Aids for Business Ethics Education

Ruth T. Norman and Evelyn T. Money (2012). *Handbook of Research on Teaching Ethics in Business and Management Education* (pp. 181-199).

www.irma-international.org/chapter/decision-aids-business-ethics-education/61808

Information Management in Public Sector Agencies: A Context-Sensitive Conceptual Framework of CIO Competence

Maurice W. Green (2003). *Current Issues in IT Education* (pp. 323-355).

www.irma-international.org/chapter/information-management-public-sector-agencies/7354

Corporate-University Partnerships: The Outreach and Engagement Model

Brandon W. Kliwer, Lorilee R. Sandmann and B. Pandu Ranga Narasimharao (2013). *Evolving Corporate Education Strategies for Developing Countries: The Role of Universities* (pp. 270-284).

www.irma-international.org/chapter/corporate-university-partnerships/73757

Technology Literacy Issues for Freshmen Education Majors in a Leading Teacher Program

David D. Carbonara (2003). *Current Issues in IT Education* (pp. 228-237).

www.irma-international.org/chapter/technology-literacy-issues-freshmen-education/7346

Case Study as a Teaching Method in Marketing

Marcin Awdziej (2017). *Case Studies as a Teaching Tool in Management Education* (pp. 244-263).

www.irma-international.org/chapter/case-study-as-a-teaching-method-in-marketing/165208