Submission date: 7 of October 2025 **Acceptance date:** 2 of January 2026 **Publication date:** 12 of February 2026

EDUCATIONAL STRATEGIES FOR ORGANIZATIONAL TRAINING AND KNOWLEDGE TRANSFER TO FOSTER INNOVATION

ESTRATEGIAS EDUCATIVAS PARA LA FORMACIÓN ORGANIZACIONAL Y LA TRANSFERENCIA DEL CONOCIMIENTO ORIENTADA A LA INNOVACIÓN

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Suggested citation (APA, seventh ed.)

Zhuzeyev, S., Lukyanov, P., Ponomarenko, E., Vaslavskaya, I., &. Zolotova, Y. (2026). Educational strategies for organizational training and knowledge transfer to foster innovation. ***Revista Conrado, 21***(108), e5238.

ABSTRACT

Organizations operating within today's digital economy increasingly recognize knowledge and organizational training as central pillars of learning and development processes. From an educational perspective, knowledge transfer is understood as a continuous formative process that integrates teaching, collaborative learning, reflection, and the practical application of knowledge within organizational settings. The aim of this study is to design educational strategies for organizational training that strengthen knowledge transfer and foster innovation development. Through a theoretical review, knowledge transfer is examined as a pedagogical component of organizational culture, oriented toward competency building, learning management, and professional performance improvement. The research adopts a qualitative methodology based on a systematic and integrative literature review. The findings indicate that the implementation of structured educational strategies focused on active learning, interaction, and continuous training contributes to the strengthening of human capital and to the creation of organizational environments that support innovation and lifelong learning.

Keywords:

Employee training, Knowledge management, Knowledge acquisition, Knowledge transfer, Knowledge dissemination, Knowledge sharing.

RESUMEN

Las organizaciones que participan en la economía digital actual reconocen el conocimiento y la formación organizacional como ejes centrales de sus procesos de aprendizaje y desarrollo. Desde una perspectiva educativa, la transferencia de conocimiento se concibe como un proceso formativo continuo que integra la enseñanza, el aprendizaje colaborativo, la reflexión y la aplicación práctica del saber dentro de los entornos organizacionales. El objetivo de este estudio es diseñar estrategias educativas para la formación organizacional que fortalezcan la

transferencia de conocimiento y promuevan el desarrollo de la innovación. Mediante una revisión teórica, se analiza la transferencia de conocimiento como un componente pedagógico de la cultura organizacional, orientado a la construcción de competencias, la gestión del aprendizaje y la mejora del desempeño profesional. La investigación se desarrolla a través de una metodología cualitativa basada en una revisión bibliográfica con enfoques sistemático e integrador. Los resultados destacan que la implementación de estrategias educativas estructuradas, centradas en el aprendizaje activo, la interacción y la formación continua, contribuye al fortalecimiento del capital humano y a la creación de entornos organizacionales que favorecen la innovación y el aprendizaje permanente.

Palabras clave:

Formación de empleados, Gestión del conocimiento, Adquisición de conocimiento, Transferencia de conocimiento, Difusión de conocimiento, Intercambio de conocimiento.

INTRODUCTION

Modern organizations operate in an environment with a highly dynamic digital economy and rapid knowledge obsolescence. This situation calls for an efficient knowledge management (KM) system with knowledge transfer as the core. Thus, knowledge transfer is interpreted not only as a logistical transfer of information but also as an educational process (Gabidullina et al., 2023), ensuring the sustainable development of the intellectual potential of employees and the organization. The transfer of knowledge within the framework of corporate training, professional development, and intra-organizational mentoring takes on special significance, bringing the issue closer to pedagogical discourse and making it relevant for research in the field of education.

In general, knowledge management involves acquiring the appropriate resources and developing and controlling the use of conditions, methods, and techniques that enable processes related to knowledge. More specifically, KM can be reduced to the implementation of cyclical management functions (planning, organization, and control) supported by the execution of continuous functions (working with people, acquiring and utilizing financial, material, and intangible resources, decision-making, and coordination), focused on knowledge resources, the processes of working with knowledge, and the conditions of their flow to achieve the company's goals (Grudtsina et al., 2025).

Knowledge management plays an important role in enterprises, as it ensures continuous learning within the organization, prudent actions, and the wise use of organizational resources. The concept of a learning organization underscores the importance of competent employees who actively create knowledge resources. Employees' knowledge, personality, emotional intelligence, and practical skills become the key to the company's development.

Research by Moreira-Segovia & Zambrano-Barros (2025) highlights that organizational culture and knowledge are not isolated elements, but are directly interrelated in building effective educational environments within organizations. According to these authors, efficient educational management requires integrating processes of knowledge acquisition, dissemination, and application with the organization's values, norms, and practices. This approach allows knowledge transfer to be perceived not merely as a technical act, but as a formative process that strengthens professional identity, team collaboration, and the capacity to adapt to technological and market changes.

Similarly, Soria-León (2025) emphasizes the importance of implementing structured educational strategies that promote active learning, continuous interaction, and critical reflection. These strategies contribute to the development of key competencies, improvement of professional performance, and the creation of environments conducive to innovation. The author underscores that educational management aimed at strengthening human capital not only increases organizational efficiency, but also fosters a culture of lifelong learning and sustainable knowledge transfer, aligning training with strategic objectives and internal process development.

These contributions reinforce the idea that knowledge transfer should be approached as an integral pedagogical process, where continuous training, collaborative learning, and practical reflection become strategic tools for consolidating innovation and organizational development.

Knowledge management has been described as an organizational innovation that covers important changes in the implementation of management strategy and in its practice (Nikolaeva et al., 2023; Pisarevskiy et al., 2022). Organizational innovation includes procedures and regulations — this is not just a bureaucratic formality but a method to formalize collective knowledge and values. The formal system of norms "fungsi sebagai asas umum yang mempedomani … dan faktor yang memotivasi dalam penyelenggaraan" [function as a general principle that guides … and a motivating factor in the implementation] — becomes a guide and incentive for behavior within

the organization (guiding principle, norma kritik [norms of criticism], motivasi [motivation]).

The factors behind the success of KM, according to researchers, have to do with the design of the enterprise's central functional areas (considering its structure and personnel) and corporate culture. There is also an opinion that one of the main success factors of KM is the use of information technologies (Gazizova et al., 2025). Ultimately, all KM activities should be supported by organizational components, people, and technology and embedded in the corresponding corporate culture.

Knowledge management, including the study of the effectiveness of knowledge transfer, should be examined both in the context of the tools (Kryucheva & Tolstoukhova, 2023) used to collect information and (possibly above all) in the context of human resources (Borodina et al., 2023). Key factor is a holistic approach to KM, which consists in comprehensiveness, a focus on converting the organization's intellectual assets into economic results, a hybrid combination of people and technologies, the connection of people with knowledge, support from management, organizational culture, technologies, and a measurement system.

An important element of organizational KM is knowledge transfer, which comprises the organizational systems and processes through which knowledge, including technology, experience, and skills, is transferred within the organization, and which depends on the absorbing ability and authority of the parties, motivation, the quality of connections, and the complexity of knowledge. Researchers emphasize that this process results in the creation and application of knowledge in the organization or the adoption of the experience of the source of this knowledge (Akhmetshin et al., 2025). Others focus on the context of the transferred knowledge or knowledge agents as subjects in this process.

Effectively, knowledge transfer, as an integral part of an organization's life and a knowledge-based process, serves as a bridge between those who create knowledge and information and those who need it. Depending on the context, this can mean either a centrally managed process of knowledge dissemination within a certain group of employees or a flow of knowledge between individuals or groups of employees that functions continuously in the course of daily work, and it can exist outside of formal structures and without significant participation of managers.

Literature on the topic distinguishes many types of knowledge transfer, taking various criteria as prerequisites for their separation. For example, lines are drawn between the transfer of implicit and explicit knowledge, the transfer of knowledge within the enterprise and that obtained from outside, knowledge transfer at the individual, group, organizational, and interorganizational levels, as well as an active and passive form of knowledge transfer (Smith et al., 2023).

Scientific sources also describe various approaches to knowledge transfer, including a codification strategy and a personalization strategy. The first focuses on capturing knowledge in documents, i.e., on creating knowledge bases, mainly using IT systems, while the second is centered around communication and cooperation with experts and provides for the transfer of implicit knowledge (Bakina, 2025). Studies show that organizational knowledge transfer is still carried out through technological tools. However, it is argued that in the future, as a result of the dynamic development of networks and the increased complexity of processes, the relevant strategy will have to focus on the human aspect, including building relationships between participants in the process.

Knowledge transfer is a key element in the process of KM that ensures the transmission of knowledge using various tools and strategies. In business practice, knowledge transfer allows, among other things, speeding up the completion of projects, implementing innovations, and reducing costs (Abdullaev et al., 2023).

A great role in knowledge transfer is played by organizational culture, which is highly unique because it reflects the experience of people who create this culture. Researchers emphasize the importance of production culture and highlight a set of factors that affect knowledge transfer: trust, common language, the time and place needed for meetings, openness to mistakes, and space for learning and knowledge exchange at all levels of the organization. Organizational culture is especially important in the transfer of implicit knowledge, which cannot be gained from lectures or seminars, since it has more to do with the values of the company, employees' observations, or stories about important events. Implicit knowledge is incredibly important for the efficiency of knowledge transfer, as it is difficult to capture. This elusiveness makes it even more important that the organizational culture supports the transfer of implicit knowledge.

A modern, success-oriented enterprise must acquire new knowledge, stimulate its dissemination throughout the organization, and ultimately transform it into new solutions. Therefore, knowledge transfers as a process that involves knowledge is most often perceived as a catalyst for effective management of an organization or a factor that determines the level of innovation at the enterprise and its dynamic development (Begishev et al., 2023).

In this context, our study aims to present the process of knowledge transfer as an element of managing an organizational culture that focuses on stimulating innovation development.

METHODOLOGY

The study presents a theoretical review analyzing scientific literature on the topic of knowledge transfer in organizations. The sources for review were searched in scientific databases (Scopus, Web of Science, RSCI) using keywords “knowledge transfer”, “organizational learning”, “knowledge management”, and “educational strategies”. The selection criteria included publication in peer-reviewed sources, relevance to the study object, and recency (publications predominantly from 2019 to 2023).

The study analyzed the components and stages of knowledge transfer, described the available tools for knowledge transfer within the organization, and identified barriers that hinder effective inter-organizational knowledge transfer.

In this connection, the research questions posed were as follows:

1. What are the main components of knowledge transfer?
2. What tools are used for knowledge transfer within the organization?
3. What barriers hinder effective knowledge transfer within organizations?

Knowledge transfer can be viewed as a multidimensional activity consisting of four subprocesses Figure 1:

- Knowledge acquisition — a process whereby employees obtain knowledge from internal sources, such as their colleagues, documentation, and databases, as well as available books or journals. Knowledge can also be acquired by extracting it from competitors’ products or processes, for example, through benchmarking. Finally, knowledge can be obtained through participation in training courses, conferences, and symposiums organized by the company.
- Knowledge provision — a process opposite to acquisition, in which people transfer knowledge to their colleagues by providing information to them, e.g., in the form of oral instructions on how to perform a certain operation, or an employee getting access to databases or documentation.
- Knowledge dissemination — an advanced form of knowledge transfer that differs by its scale. Given that knowledge transfer is a process targeted at specific individuals, in this context, knowledge can be protected to prevent unauthorized persons from accessing it (e.g., a customer database opens to select sellers). Knowledge dissemination is an action aimed at making this knowledge resource available to all employees of the organization.
- Knowledge exchange — a process of mutual knowledge transfer between people through communication and collaboration. Personal knowledge is transferred both explicitly and implicitly through direct contact, dialogue, and work, during which people gain shared experiences. In this process, people can reinforce their competence with codified knowledge (e.g., information from company documentation) and proven expertise (e.g., through product failure analysis) Figure 1.

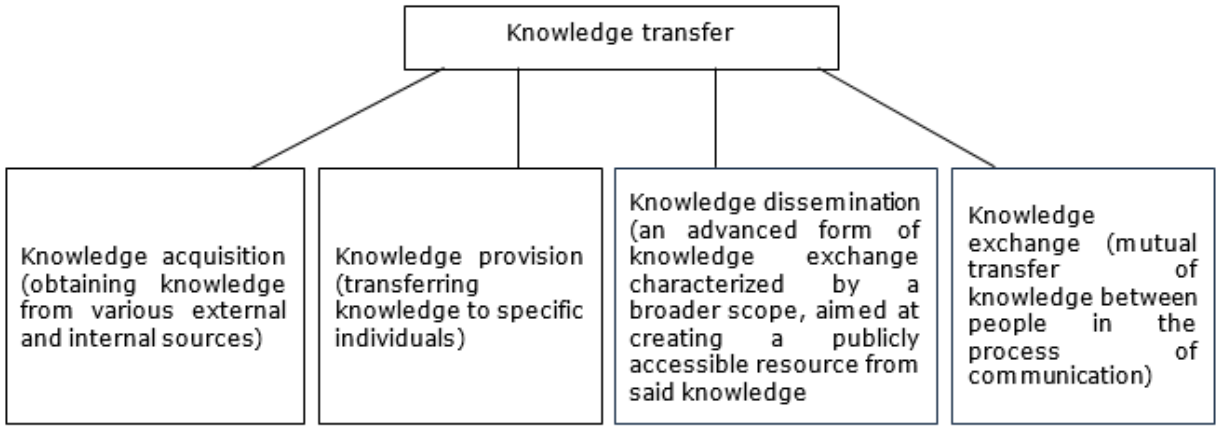

Figure 1: Subprocesses of knowledge transfer

Table 1 describes the existing tools for knowledge transfer within the organization.

Table 1. Instruments of inter-organizational knowledge transfer.

Instrument	Description
Internal training	Seminars in which participants share knowledge
Mentorship	Programs in which knowledge is passed on in «master-apprentice» relationships
Development plants	Designing employee development based on competency assessment
Project reports at corporate meetings	Analysis of the project analysis with people responsible for this area of knowledge; sharing best business practices
Knowledge fairs	Places where employees can share knowledge
Development programs	Projects in which employees create and transfer knowledge, ensuring interorganizational knowledge transfer
Competency management	Regular assessment of employees' competencies
Knowledge experts	People tasked with knowledge transfer within the organization
Knowledge mapping	An overview of the knowledge available in the organization, as well as its location; supports the process of knowledge transfer management
KPI	Key performance indicators, i.e., performance indicators used to measure the effectiveness of knowledge transfer
Trackers	Tools for measuring the progress of knowledge transfer
Job rotation	Changing the employee's position to study new processes and utilize the knowledge already obtained
Internship programs	Programs for young employees to learn about various departments of the company and ultimately choose their place of work

The results demonstrate that as part of the knowledge transfer process, the organization creates and provides the corresponding knowledge transfer tools Table 1, which is the first step towards building an effective knowledge management process. The variety of tools used for knowledge transfer means that the success of the entire process hinges on adapting the tools to the specifics of the company. Thus, we identified the types of tools available to organizations. The analysis of knowledge transfers tools Table 1 confirms that organizations have an extensive set of tools for knowledge exchange at their disposal.

The next step is to design the whole knowledge transfer process in such a way as to ensure that the knowledge is effectively disseminated in the organization and ends up actually being applied. The last stage of the process of knowledge transfer at the company is to evaluate its effectiveness. Although literature on the topic provides no research on performance indicators for knowledge transfer, models for measuring knowledge assets have been described. Estimates of some quoted companies show the difference between the market value of the company and the book value of its assets, suggesting the need to assess the intellectual capital of the organization (Yang, 2025). The most prominent measurement models include the Intangible Asset Monitor, the Balanced Scorecard, and the Skandia Navigator. However, none of the companies have provided a separate report on intellectual capital.

The effectiveness of knowledge transfer is largely defined by barriers that limit the effectiveness of communication in the organization, which can be divided into social, organizational, and technical (Medina, 2025).

Some examples of individual social barriers are the fear of losing one's position, the ability to influence others and to exert influence, the fear of revealing one's weaknesses, and the inability to realize the personal benefits of sharing knowledge. These factors limit the amount of knowledge transferred by the sender and thus have a destructive effect, especially on the knowledge transfer process.

Other examples of hindrances to the effectiveness of knowledge transfer that lie at the core of human activity include selective perception, lack of listening, misinterpretation of concepts or non-verbal communication accompanying verbal messages, insufficient knowledge, emotions, conservative thinking, and lack of trust (Bratash & Emelyanenko, 2024; Zentsova, 2024). These barriers primarily affect the process of gaining knowledge and, therefore, the exchange of knowledge. Researchers (Donika et al., 2024) emphasize elements such as trust and mutual obligations, which are among the basic conditions for the transfer of implicit knowledge and allow creating an atmosphere that favors the exchange of knowledge in the organization and counteracts the monopolization of information (Zhukova et al., 2025).

The group of social barriers that limit the knowledge transfer process also includes organizational climate and organizational culture unfavorable for knowledge management (the signs of which include strong avoidance of uncertainty and a high distance of power). The process of creating an organizational culture that supports the transfer of knowledge needs to include the following:

a. specifying how knowledge exchange aligns with company goals;
b. implementing an appropriate incentive system to encourage knowledge exchange;
c. promoting the development of communities of practice;
d. giving the leading positions in projects to people who can encourage and inspire other people to share knowledge and give them all the support they need;
e. stimulating social interaction by encouraging communication, cooperation, teamwork in the form of networking, establishing and maintaining friendships, and maintaining close relationships;
f. creating open communication by supporting open conversations, informal learning, promoting the creation and development of networks of informal connections, and establishing transparency in all respects;
g. focusing on building trust.

Equally numerous obstacles to knowledge transfer arise from the organization itself. These include, for example, a poorly designed incentive system. Studies show that although employees are motivated to share knowledge and experience, this process has serious limitations. The main obstacle is competition between employees and departments, as well as lack of awareness of the benefits of knowledge exchange. One example of an obstacle to knowledge transfer resulting from the incentive system is piece-rate pay, which automatically lowers people's willingness to interact and increases concentration on one's own work. Organizational structure can also become an obstacle to knowledge transfer processes, since the more complex it is, the more communication problems can arise. In terms of organizational structure, knowledge transfer processes can be hampered by low employee autonomy and strict division of labor. Authors describe an interesting principle of building organizational structures used by Japanese companies. This principle is reserve creation, which means deliberate duplication of certain activities, management responsibilities, or information. Although Western managers tend to deem this approach wasteful and redundant, this reserve is extremely valuable, since it contributes to the exchange of views and dialogue. This process creates a shared cognitive basis among employees and facilitates the sharing of explicit and implicit knowledge.

Typical technical barriers to knowledge transfer include the noise arising from interpersonal communication, but this can also include space between people, which limits their ability to interact; low speed and memory capacity of computers; slow Internet; lack of mobile coverage; inability to see the materials presented in presentations properly; etc. Such situations limit knowledge transfer primarily during the acquisition, provision, and exchange of knowledge but can also narrow the pool of knowledge recipients during dissemination.

CONCLUSIONS

In the context of a knowledge-based economy, each organization faces the task of managing this process. To promote effective and efficient knowledge transfer, they need to focus on both its tools and the factors supporting this process, as well as on barriers and methods to eliminate them.

Thus, our results can become a valuable guide for organizations in creating a knowledge transfer strategy, driving innovation. However, the study had a limited set of analyzed scientific sources, which prevents us from extrapolating its results. Nevertheless, the findings obtained certainly deserve further empirical verification.

It seems expedient to continue similar studies using specific organizations as examples, including studies to develop measurement tools and indicators to address the problems that organizations will face in the coming years. Another element that requires further study is the role of the human factor in the knowledge transfer process, particularly the importance of motivating employees to share knowledge. Furthermore, it is worth examining the issue of managing knowledge workers, especially the organization of labor in the context of introducing a hybrid model in the organization.

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