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Applying the Principles of Organisational Intelligence in University Strategies

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This article describes the concept of organizational intelligence and its use in higher education system. The examples of the world experience show, that for a long time universities, despite their origin country, were the factor that changed environment, however, globalization changed this process to universities' disadvantage: there were some new processes going on in the environment, which directly were not reflected in the activity of universities and as a result of this universities gradually turned into isolated systems possessing little connection with the surrounding environment. The state, trying to bring the universities nearer to the requirements of society and market, is changing the manner of financing and, thus, initiating the universities to find their own space within the market.

Today this process requires the organization that respects the new management paradigms of community, networks, feedback, self-organization, and learning organizations despite the form of organization (business or public sector organization). Organizations mired in bureaucracy are slow to respond to environmental changes, so organizations must grow far more intelligence to deal with the diverse and simultaneous challenges encountered on a daily basis. The breadth of the gap between what is – and what needs to be – is so great that many leaders conclude their organizations lack the collective intelligence needed to weather the total transformation of the industries or professions they represent. It is supposed that in university as in any other non – profit organization there can be applied the principles of organizational intelligence.

In this article organizational intelligence refers to the capacity of an organization as a whole to gather information, to innovate, to generate knowledge, and to act effectively basing on the knowledge it has generated.

There are some important aspects of organizational intelligence. One of them is a learning organization. Universities that function as learning organizations in the context of rapid global change are those that have systems and structures that enable staff at all levels to collaboratively and continuously learn and put new learning to use.

It is impossible to create organizational intelligence without appropriate leadership. Approaches to leadership that support the development of universities as intelligent and learning organizations find more in common with cultural, collaborative approaches in which teachers are viewed as partners than with the technological, hierarchical, rational planning models.

While estimating the possibilities of university to become an intelligent organization, it should be noticed that it would mean cardinal changes in all the system of higher education. Nevertheless, there exists the probability that some of the universities have got separate qualities of organizational intelligence, which guarantees their competitive superiority.

Applying the principles of organizational intelligence university activities are analyzed only from one of number perspectives - strategic one.

Keywords: *organizational intelligence, university, learning organization, decision-making, leadership.*

Introduction

The mission of Lithuania higher education – to create, accumulate and disseminate knowledge of science and culture values, to consolidate brand of national culture, to educate personality and society (The Statute of Higher Education, 2000). The institution of higher education has to initiate the creation and application of new knowledge and cultural values with the help of scientific investigations.

The main activity of higher educational establishment is the organization of studies and scientific investigations. Supplementary activity of higher educational establishment is related to the higher educational establishment community service provided for society and country economy and its performance in the cultural life.

Society is responsible for creating conditions for the development of universal personality, carrying out independent investigations, and seeking knowledge. Higher educational establishments in their turn, have to react to the changing society needs and combine their activity with the state interests.

The development of higher education should be oriented to more effective satisfaction of society and state requirements (Ministry of Education and Science of the Republic of Lithuania, 1999).

Trying to bring the universities nearer to the requirements of society and market, the state changes the manner of financing and, thus, initiating the universities to find their own space within the market.

Changes in the environment also influence the activities of the universities in the way that the administration of university has not only to take care of the quality of studies and education but also to learn to react to the requirements of the alternating environment. For a long time universities were the factor which changed environment. Inborn conservatism, which is typical to academic society, doesn't help any more. A modern university was

born in the world, which absolutely differs from these days, in which only a few residents were trying to higher education, and yet the most of academic world don't agree with such kind of mass. These days higher education becomes total aspiration (The Economist, 2005).

According to different researches, in Lithuania the system of studies is not being developed enough to respond to the requirements of information society, sometimes there appear some local interests of universities.

Higher educational establishments combine too little study programmes and labour market, therefore a considerable part of graduates get employed not according to their acquired profession nor to the level of education. Because of poor communication with social partners, the results of science, technologies, and experimental development are not applied in business well enough. The trends of scientific investigations are poorly related to the trends of business and its requirements. Therefore, business invests very little into science, technologies, and experimental development and it is not being initiated to do that. Higher educational establishments and institutions of scientific investigations practically do not initiate the creation of new innovative companies (Ministry of Education and Science of the Republic of Lithuania, 2005).

Higher education external rating results and the research done showed that in higher educational establishments there are many study programmes that are of particular specialization or are duplicated. Their contents is inadequately oriented to the practical skills, communicability, further skill improvement and active citizenship, he latter impeding further career of the graduates and reducing adaptability to the alternating labour market (Lithuania Rectors Conference, 2005)

According to the opinion of employers, the highest qualification specialists prepared by universities do not satisfy the requirements of nowadays market and organized fundamental scientific investigations cannot be applied in practice: their results remain in scientific laboratories; discoveries are announced in scientific articles.

The enormous gap between the level of investigations financed by the state and private sector investigations can be explained by the fact that until now only a small number of Lithuanian scientists have performed investigations, which can be commercialised and proposed for the global markets. The level of the investigatory activity of scientists is very low: if we estimate it according to the number of publications, Lithuania is behind the average of EU by more than 4 times. (General Programming Paper, 2002).

Relatively small wages of lecturers and scientific workers suggest a considerable number of prepared doctors moving to other activity spheres or going abroad; therefore, gradually scholarly potential is disappearing – from the academic year 2000-2001 the number of lecturers working at universities in basic positions decreased from 6.5 thousand to 6.2 thousand. In 2004-2005 academic year lecturers and scientific workers, possessing a degree and aged up to 35 years constitutes only 12 %, up to 45 years – 34%, more than one third of them (37%) are over 55 years old (Lithuania Rectors Conference, 2005).

An increasing average age of scientists and lecturers is related to the conception of scientific social status. A very slow career and an enormous gap between education and business initiate a growing scientists' emigration to Western countries. Therefore, Lithuania lacks scientists who possess the experience of applied activity and who could lecture and share their experience with others.

Another problem of investigation sector is that the system of scientific activity is ineffective. The lack of program-based and strategic-goal-oriented regulation and motivation, inability to mobilize resources according to the programs and priorities do not initiate the collaboration of R&D specialists working in public and private sectors (General Programming Paper, 2002).

Thus, society's dissatisfaction about the role of universities and the quality of service provided by them is increasing.

The emerging situation motivates the universities to change in response to the changes of environment. There are a lot of possibilities and means to do that, but it is clear that it must come from the inside of university – the changes of university itself as an organization in culture and management processes.

The **scientific problem**, dealt with in the article, is the growing necessity of internal and external influences in order to stimulate crucial changes in universities activities.

The **goal** of this article is to evaluate the possibility to use new management paradigms in universities.

The **object** of the article is applying the principles of organizational intelligence in universities activity strategy.

Research methods used in this paper are scientific literature and law documents analysis.

In this article there are analysed internationally known (K. Albrecht, R.F. Korte, I. Nonaka, R. Veryard et al.) and Lithuanian authors, researching the management processes and its influence on organization.

University from the perspective of open – system theory

Management is obligatory in order to regulate and coordinate all other university's activity spheres and possessed material and intellectual resource distribution and balance, emphasizing basic goals and priorities of the whole higher education establishment and its subdivisions as well as considering the requirements and possibilities of those subdivisions.

Professional management is a very important modern university's factor of action success (Higher education establishment administrators' handbook of good experience, 2000). According to the law in force, the head of any university is the rector and the highest institution of inner autonomy is the senate. The majority of the senate members are the lecturers and scientific workers of that university. Thus, they deal with academic as well as organizational issues.

A university management structure of this nature initiates university's, as organization's, isolation. Besides, some universities tend to apply the concept of autonomy also for the sphere of public relations, and possessing very weak relations with social partners, they emphasize autonomy more than accountability for state and society

(Ministry of Education and Science of the Republic of Lithuania, 1999).

In the White book "Lietuvos aukštasis mokslas" (Higher Education in Lithuania) published by the Ministry of Education and Science in 1999 the attention was paid to the, ambiguously understood, principles of university autonomy named in *Magna Charta Universitatum* which was billed in Bolonia in 1988.

Fulfilling its mission, university has to refer to the most important principle – to be autonomous and closely linked to society institution. Lithuanian universities usually relate their autonomy to self-government, where only university members are allowed to take part. Society has no possibilities to influence the decisions of the highest institutions of such self-government – senate constituting of university lecturers and scientific workers and the rector elected by them (Ministry of Education and Science of the Republic of Lithuania, 2005).

Although universities and their actions are regulated by the Acts of Law much stronger and more concrete than the organizations controlled by private capital, there are some similar management processes. The necessity of changes in universities suggests analysing management processes from new management paradigm perspectives in order to asses the possibilities of management changes.

An open system is one that permits information to enter and leave the system and therefore can be changed and affected by such information. An example of an open system is where environmental scanning is undertaken and the resultant information is absorbed into the organizational system, processed and then used to make future systems decisions. A closed system is one that does not allow any new information into the system at all. It seems unlikely, therefore, that an organization system is entirely closed but it is possible that there may be stages between wholly open and wholly closed (Blackman & Henderson, 2000).

It is supposed that university is not a closed system because there exists an interchange of information; however this is only a reflection of openness because the majority of information is related only with narrow occupational activity, i.e. university communicates only with organizations working in similar scientific environment.

Environmental influences that affect open systems can be described as either specific or general. The specific environment refers to the network of suppliers, distributors, government agencies, and competitors with witch the organization inter-acts. The general environment encompasses four influences that emanate from the geographic area in which the organization operates. These are cultural values, which shape views about ethics and determine the relative importance of various issues; economic conditions that affect a company's ability to grow and prosper; legal/political environment, which effectively helps to allocate power within society and to enforce laws. The legal and political systems in which an open system operates can play a key role in determining the long-term stability and security of the organization's future.

The open-system theory also assumes that all large organizations are comprised of multiple subsystems, each of them receiving inputs from other subsystems and turning them into outputs for the use by other subsystems. The subsystems are not necessarily represented by departments in the organization, but might instead resemble patterns of activity.

In universities there exists an organizational structure consolidated by law the interrelations and hierarchy of which is strictly defined. Due to this long-termed structure there has formed an adequate culture. Even if there is a possibility to equate a subdivision of university to a subsystem, they are united not so much by similar kind of activity as by hierarchical relations. The interrelations of the subdivisions of university are determined by bureaucratic system; meanwhile, informal processes rather take place on individual level. The regulations of Higher Education Statute legitimate the autonomy of universities, the bounds of which are settled by laws of the Republic of Lithuania and university statute. Therefore, in majority of Lithuania higher educational establishments the tendency to absolute the principle of academic freedom has gained strength. This created conditions for universities to become more closed systems.

Organizational intelligence and the public sector

Present times are identified by P. Drucker as information and organization society, and organizations as information organizations. This information and skills become valuable only when some kind of objective activity is accomplished. For this reason 'information society' can be called 'organizations society' because the goal and the purpose of any organization (whether it is business or non-profit organization) is the integration of different special knowledge and skills aimed at common objectives (Transformation of Economics, 2000).

Today it requires an organization that respects the new management paradigms of community, networks, feedback, self-organization, and learning organizations (Stein & Pinchot, 1995).

Organizations mired in bureaucracy are slow to respond to environmental changes. Organizations must grow far more intelligent to deal with the diverse and simultaneous challenges encountered on a daily basis. The breadth of the gap between what is – and what needs to be – is so great that many leaders conclude their organizations lack the collective intelligence needed to weather the total transformation of the industries or professions they represent (Stein & Pinchot, 1995).

Intelligent organizations, in fact, operate as systems in which every employee sees his or her role in the context of a system of roles and defined outcomes that comprise in total the nature of their organization's mission and purpose (Stein & Pinchot, 1995).

Intelligent organizations are not simply designed; they are grown in the convergence of market and community processes. To grow an intelligent organization, we must first establish conditions under which free individual and team decisions lead to interconnection and coordination toward common good rather than pure chaos (Stein & Pinchot, 1995).

Here are 6 essential conditions, categorized under 2 categories: freedom of choice and responsibility for the whole (Stein & Pinchot, 1995).

Table 1

Organizational intelligence conditions

A. Freedom of choice	B. Responsibility for the whole
Widespread truth and rights Freedom of enterprise Liberated teams	Equality, diversity, and community Voluntary learning networks Democratic self-management
Limited organizational government	

These essential conditions define the main values of organizational intelligence and indicate culture formation landmarks of adequate organization. The most recent management paradigms are applied in business world, however, the number of works and investigations in non-profit organizations is gradually increasing. The research shows that these most recent management paradigms can also be applied in public sector, because independently from capital structure, the final goal of all organizations is the satisfaction of society requirements.

The non-profit sector encompasses all the organizations aimed at creating social value for society as a whole and which do not recognize as their main goal the creation of profit for stockholders (Lettieri et al., 2004).

Thus, it is supposed that in university as in any other non-profit organization there can be applied the principles of organizational intelligence. Certainly, there naturally arises a question about the effectiveness of organizational intelligence application in universities.

Before trying to analyse a university as an intelligent organization, it is necessary to define the very conception of organizational intelligence.

Organizational intelligence is what systems thinkers call an emergent property – it is an attribute of the whole system, not of the individual parts. What matters most is how the parts of the organization are put together (Veryard, 2000).

K. Albrecht presented 7 dimensions of organizational intelligence. Each of these traits, or intelligences, has various antecedents, or causal factors, which can include sensible organization structures, competent leadership, products and processes suited to the demands of the marketplace, coherent missions, clear goals, core values, and policies that determine the rights and treatment of employees. In each dimension, it is possible to identify various antecedents which can contribute to maximizing that element of intelligence (Albrecht, 2002).

Figure 1. Seven traits of organizational intelligence

Organizational intelligence is possible only as a synergetic effect, so before making the final conclusions about the adaptability of organizational intelligence, other traits should be analysed.

Intelligence can be divided into five characteristic abilities (Veryard, 2000):

Table 2

Intelligence abilities

Perception	The ability to make complex observations of the environment.
Information Processing	The ability to manipulate and transform information.
Memory	The ability to store and recall information
Learning	The ability to develop new knowledge and skills, and to learn from experience
Behaviour	The ability to adjust behaviour to suit the situation. The ability to behave flexibly in different situations – sometimes called requisite variety.

An effective use of organizational intelligence depends on these 5 abilities. Evaluating university's possibility to become an intelligent organization, it is useful to explore its activities according intelligence' abilities. Thus, it could be presumed, that university, which has more activities, characteristic to organizational intelligence, has more possibilities to organize management according the main principles of organizational intelligence and become an effectively operating organization.

With bureaucracy, organizational intelligence is fragmented by coordination from a few heads at the top of the chain of command. By contrast, higher organizational intelligence is an outgrowth of everyone's collaborative choices (Brown, 1994).

Organizations existing in public sector due to the Acts of Law in force and settled culture are bureaucratic. The existing structure in such organizations is not advantageous for organizational intelligence formation. The suggested conclusion is that at the moment existing structure in universities would not support the process of organizational intelligence formation because of the existing bureaucratic processes.

Leaders of schools, like leaders of businesses and hospitals, want their organizations to be flexible and responsive, able to change in accord with changing circumstances.

Research has shown that actively restructuring, as opposed to struggling, schools could be differentiated in terms of availability of resources such as power, knowledge and skills, information, rewards, and the nature of leadership and the existence of instructional guidance mechanisms (Sillins et al., 2002). So their possibility and readiness to use organizational intelligence are different. For a small university it is easier, because there are more possibilities to embody informal communication networks, which are used to transfer knowledge to other units.

While analysing scientific literature and experience of other countries in similar field, there arises a natural question: will there be solved management problems and

will there be achieved desired results after university becomes intelligent organization?

Bureaucracy is a way of organizing people for common tasks through vertical communication and hierarchical authority. You can look at bureaucracy as a way to take intelligent humans -and, through relationships of domination and submission – waste their collective intelligence, and ultimately end up with some slow and stupid organizational decisions (Lettieri et al., 2004).

Collective intelligence of the organization often bears little relationship to the individual intelligence of the people in the organization. Organizations facing a flat and unchanging environment may not need much intelligence, but organizations facing diverse and turbulent environments may need much higher degrees of intelligence (Veryard, 2000).

Actually, there are two kinds of collective stupidity: the learned kind and the designed-in kind. The *learned kind* prevails when people are not authorized to think, or don't believe they are. The *designed-in kind* prevails when the rules and systems make it difficult or impossible for people to think creatively, constructively, or independently (Albrecht, 2002).

Behind every successful bureaucracy there is a lively informal organization where the real operational integration and teamwork take place. These voluntary alliances are made as needed to act the work done and for the real intelligence of the organization. In the most-effective organizations, the chain of command is mainly show. The problem with bureaucracy is that it only goes halfway in tapping the full organizational potential (Brown, 1994).

With bureaucracy, organizational intelligence is fragmented by coordination from a few heads at the top of the chain of command. By contrast, higher organizational intelligence is an outgrowth of everyone's collaborative choices. The vigour of entrepreneurship comes because the people doing the work must figure out the best way to get it done. Bureaucracy insists on layers of management – so people don't choose how to get their own work done and coordinated in the most efficient manner (Brown, 1994).

After evaluating the peculiarities of bureaucratic system and considering the traits of organizational intelligence, the conclusion is that bureaucratic system requires decentralization of particular level in order to adopt management methods of intelligent organization. Wohlstetter, Van Kirk, Robertson, and Mohrman concluded that decentralized management works best when there are conditions in place that support organizational learning and integrating processes (Sillins et al., 2002).

The definition of a learning organization and organizational knowledge

An important aspect of what we're calling organizational intelligence is what is often called business intelligence, which focuses primarily on an ability to perceive and process complex data from external sources, including analysis of competitor behaviour. Another important theme is covered by the term organizational learning (Veryard, 2000).

Learning organization can be characterised as a conscious series of processes that continuously acquire, manage and disseminate knowledge throughout the whole organisation in order to achieve organisational transformation. D. A. Garvin states 'A learning organisation is an organisation skilled at creating, acquiring and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights' (Garvin, 1993). What Garvin outlines is the concept of a process by which firms are able to generate knowledge within organisations that managers can tap into in order to better determine strategy and improve decision-making (Blackman & Henderson, 2000).

The business community has developed a growing interest in recognizing, formalizing and mobilizing employee knowledge in support of innovation and competitiveness (Nonaka, 1991). Not surprisingly, much of this literature explores corporate applications of knowledge management including: different conceptions of organizational and personal knowledge; strategies for managing knowledge (Edge, 2005).

At the same time, there has also been a growing interest in public sector applications of knowledge management (Edge, 2005). Within this limited body of academic research, the potential benefits of public sector adoption of knowledge management include: improving organizational quality and efficiency (McAdam and Reid, 2001); reducing costs (McAdam and Reid, 2001); and, decreasing interagency fragmentation (Ardichvili et al., 2003).

What distinguishes personal knowledge from organizational knowledge? Is it merely as staff perform work within organizational contexts and "generate, develop and transmit knowledge" (Tsoukas and Vladimirou, 2001) that personal knowledge becomes organizational? Tsoukas and Vladimirou return to the defining notion of organization as generating recurring behaviours through the adoption of rules and generalizations, then argue that organizational generalizations are made on the basis of collective or social understandings and meanings. Context, work practices, roles and structures are defined, developed and promulgated using collectively meaningful language. These generalizations provide the basis for "rules" developed as propositional statements (if X, then Y, under Z conditions) to guide organizational action (Treleaven & Sykes, 2005). Rules so enacted then demonstrate organizational knowledge (Treleaven & Sykes, 2005). Accordingly, organization is "a densely connected network of communication through which shared understandings are achieved" (Tsoukas and Vladimirou, 2001). Organizational knowledge is "the capability members of an organization have developed to draw distinctions in the process of carrying out their work, in particular concrete contexts, by enacting sets of generalizations whose application depends on historically evolved collective understandings" (Tsoukas and Vladimirou, 2001).

Organizational intelligence and knowledge management refers to the capacity of an organization to gather information, to innovate, to generate knowledge, and to act effectively based on the knowledge that it has generated. Organizational intelligence refers to the knowledge – based capacity inherent in the organization. This capacity forms the basis of success in the rapidly changing or

highly competitive environment of the knowledge organization. This development and leveraging of organizational knowledge is sometimes called knowledge management.

For a learning organization, organizational intelligence is greater than the sum of the knowledge of each individual in that organization. Organizational intelligence includes historical knowledge inherent in the organization and generative intelligence that results from collaboration among organizational members. Organizational intelligence is a major competitive advantage of a knowledge organization.

To ensure widespread sharing of truth, intelligent organizations guarantee members free speech, freedom of association, and the right to make contracts with each other and keep promises (Brown, 1994).

To conclude, the main traits of organizational intelligence can be distinguished:

a) open organization
b) every employee realizes his place within the system in pursuance of results
c) cooperation within the organization
d) team work
e) learning organization
f) effective knowledge management

It is possible to distinguish the following main organizational intelligence advantages:

a) information is collected from environment and used for decision making
b) team decisions lead to the interchange of information and activity coordination
c) organizational intelligence is the main competitive advantage

Considering organizational intelligence benefit for the university, it may be suggested that it would be purposeful to establish this because it would create conditions for universities to be more open for the environment and its requirements. It would also allow making more effective decisions, not only taking into account subjective opinion of university senate but also emphasizing the performance of other employees in the decision making processes.

But it shouldn't be forgotten that it is impossible for universities to become an intelligent organization without becoming a learning organization.

University as a learning organization

Schools that function as learning organizations in a context of rapid global change are those that have systems and structures in place that enable staff at all levels to collaboratively and continuously learn and put new learning to use. This capacity for collaborative learning defines the process of organizational learning in schools. There were identified six dimensions of this capacity for organizational learning – school structure, participative decision making grounded in teacher empowerment, shared commitment and collaborative activity, knowledge and skills, leadership, feedback and accountability (Sillins et al., 2002).

From an extensive review of the non educational (Senge, 1990) and educational literature, Sillins et al. (2002) defined learning organizations as schools that a) employed processes of environmental scanning, (b) developed shared goals, (c) established collaborative teaching and learning environments, (d) encouraged initiatives and risk taking, (e) regularly reviewed all aspects related to and influencing the work of the school, (f) recognized and reinforced good work, (g) provided opportunities for continuing professional development.

LOLSO project data supported a four – factor nested model of organizational learning (Sillins et al., 2002):

Table 3

Four-factor nested model of organizational learning

Trusting and Collaborative Climate	The extent to which the school's climate and culture is one that supports collaborative work, sharing of information, and open communication.
Taking Initiatives and Risks	The extent to which the school leaders and school structures support experimentation empower teachers to make decisions, and teachers feel valued and rewarded for taking the initiative.
Shared and Monitored Mission	The extent to which teachers participate in all aspects of the school's functioning – including school policy decisions and review – share a coherent sense of direction, and acknowledge the wider school community.
Professional Development	The extent to which staff keep up with best practice and are encouraged and given time to develop professionally; external advisors, professional reading, and other schools are sources of learning; developing skills to work in teams and share knowledge is seen as important.

Thus, it could be concluded, that for university to become a learning organization it is necessary to establish collaborative climate, where taking initiatives and risks are supported. This type of climate could not be established without an appropriate leadership and human resources strategy.

The importance of leadership and human resources in creating an intelligent university

Approaches to leadership that support the development of schools as learning organizations find more in common with cultural, collaborative approaches in which teachers are viewed as partners than with the technological, hierarchical, rational planning models. One such approach is the transformational model of leadership that encompasses many of the leadership practices identified as promoting successful school restructuring. The transformational conception of leadership includes developing a mission and vision for the school and maintaining its relevance for all concerned, developing and maintaining a school culture supportive of the school's mission and the work required to achieve that mission, and nurturing the capacity and commitment of staff. This view of leadership also includes structuring the school to facilitate achieving its mission and goals, ensuring the continuous

improvement of programs and instruction, building and maintaining high levels of support for the school among parents and the wider community, and providing administrative support for achieving the school's vision, mission, and goals (Sillins et al., 2002).

The nature of principals' leadership and practices was defined and confirmed as a six – factor nested model. This justifies the combination of the six factors as six dimensions of one factor, transformational leadership (Sillins et al., 2002):

Table 4

Six – factor nested model of transformational leadership

Vision and Goals	Works toward whole staff consensus in establishing school priorities and communicates these priorities and goals to students and staff, giving a sense of overall purpose.
Culture	Promotes an atmosphere of caring and trust among staff, sets a respectful tone for interaction with students, and demonstrates a willingness to change his or her practices in the light of new understandings.
Structure	Supports a school structure that promotes participative decision making, delegating and distributing leadership to encourage teacher autonomy for making decisions.
Intellectual Stimulation	Encourages staff to reflect on what they are trying to achieve with students and how they are doing it, facilitates opportunities for staff to learn from each other, and models continual learning in his or her own practice.
Individualized Support	Provides moral support, shows appreciation for the work of individual staff, and takes staff's opinions into account when making decisions.
Performance Expectations	Has high expectations for teachers and for students and expects staff to be effective and innovative.

The head of university – rector, according to Lithuanian law in force at the moment, is elected from among the scientists. Practice shows that this is university's internal matter: the rector is elected from among the scientists of the university. This is one more sign of closed system as well as prerequisite to retain existing university culture. The style of leadership depends upon rector's personality and already formed university culture. Thus, before speaking about the application of recent management paradigms in leadership of university it is as well obligatory to evaluate human resources of university.

The situation of the specialist of high qualification in organizations is of two kinds. Fist of all, he is a hired employee. On the other hand, a specialist like this is also an owner of work means and even the owner of a capital. The capital is his special knowledge and competence; besides, he distinguishes himself by one of the most valuable characteristics: he is absolutely transferable (Transformation of Economics, 2000). And the more the organization is orientated to information and the more it is intellectual, the easier it is to leave such organization. It needs to be mentioned that organizations with quite a lot of specialists like this working there, rather often are quite conflicting and difficult to manage. The essential moment is that it is impossible to administrate and control knowledgeable employees, because if the employee like this knows as much as others do, he is not very valuable for the organization; however, if he has got any specific knowledge or skills, others are usually less competent (Transformation of Economics, 2000).

To make an intelligent organization, it isn't enough to recruit the brightest people, locate them in state-of-the-art office buildings, and provide them with the smartest computer tools and networks. Super – intelligent individuals are often poor at talking to one another and sharing knowledge, let alone coordinating their work effectively (Veryard, 2000).

Each individual may only make a given mistake once, but if the people don't talk to each other, the same mistake can be repeated hundreds of times without any organizational learning (Veryard, 2000).

And even if an organization is collectively oblivious to major threats and opportunities in its environment, that doesn't mean that the individual employees are unaware of these threats and opportunities. Intelligent people get very frustrated and demotivated in stupid organizations; they can see what is happening, and they can often see what needs to be done, but they don't have adequate channels of communication or action (Veryard, 2000).

There are three major variables that we need to look at in evaluating organizational communication processes (Corrado, 1994):

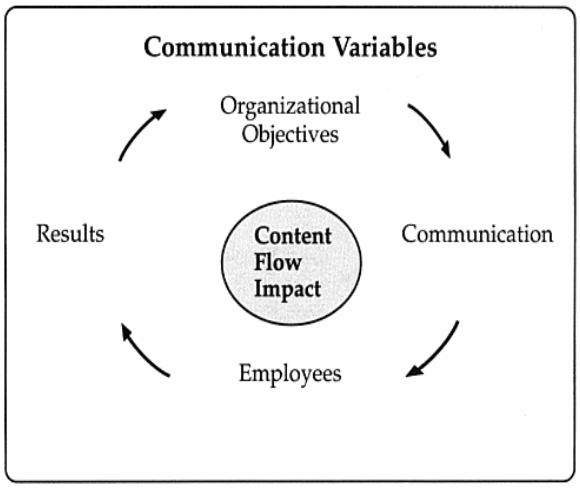

Figure 2. Communication variables

Even when an organization supports the transfer of performance-enhancing knowledge, the transfer may fail for reasons ranging from the quality of the relationship between donor and recipient groups to characteristics of knowledge being transferred (Szulanski, 2000).

Transferring knowledge through personnel movement enables organizations to alter knowledge to better fit new contexts and to transfer tacit as well as explicit knowledge. Tacit knowledge is difficult to convey in explicit mechanisms such as presentations and documents (Kane et al., 2005).

Employees may fail to acquire new knowledge be-

cause they have a false understanding of what it is (Blackman & Henderson, 2000).

In intelligent organizations, employees put their heads together to milk opportunities, co-create products and services, and find and solve problems. The structural architecture of an intelligent organization is flexible and responsive, shifting to meet new challenges and current situations. What makes it flexible is not the brilliance of organizational designers sitting at the top, but the free choices of people in the middle and bottom of the organization choosing the connections needed to make their particular enterprises thrive while developing synergistic integration with what is going on elsewhere (Stein & Pinchot, 1995).

Decision-making process in intelligent organization

The mission of every organization government is to seek for activity usefulness and effectiveness; therefore the management decisions made by it have to be adequate to activity conditions. According to Eshby's proposition, in order the organization survives in constantly changing environment, the complexity and dynamics of the decisions it makes have to be adequate to external environment complexity and dynamics (Transformation of Economics, 2000)

The first step toward people making intelligent choices is widespread sharing of information. People can't make responsible choices if they don't know what's going on. Bureaucrats tend to hoard information as a source of personal power. To ensure widespread sharing of truth, intelligent organizations guarantee members free speech, freedom of association, and the right to make contracts with each other and keep promises (Brown, 1994).

Traditional models of decision making are built on logic and rationality. Although such models may be elegant in the logical structure of their processes, reality shows that decision making rarely follows such a logical structure. Decision-making processes vary and are often confounded by various assumptions and biases held by the decision makers. Finding a more successful model of decision making requires recognition of the assumptions and biases affecting decisions, along with recommendations to minimize their ill effects (Korte, 2003).

The impracticality of the rational model of decision-making stems from core assumptions seldom realized in practice. It assumes the decision maker: (a) has complete knowledge of the situation; (b) knows all the alternative solutions, along with their consequences and probabilities; (c) objectively follows the process; and (d) has the goal of maximizing economic gain or utility (Korte, 2003).

Studies over the past few decades describe processes of decision making based more on the limitations of human information processing, the ambiguity and subjectivity of individual preferences, the inherent conflicts among decision makers, the unpredictability of future preferences, and the extreme complexity of systemic interrelationships. Complex decisions are more often at the mercy of the confluence of situational, preferential, and political factors than a rational process of diagnosis, evaluation, and selection of the best solution (Korte, 2003).

The main advantage of intelligent organization is that inner processes influence more qualitative decision-making, what in turn, not only guarantees the survival of organization in global processes, but also initiates competitive superiority. Within the market of Lithuania's higher university education competition is really clear because the majority of universities offer similar study programmes which are chosen by the graduates of secondary schools. Hence, a university has to propose very qualitative service – studies.

At first sight it looks that it should not be difficult for university to become an intelligent organization due to the intelligence of human resources; however, it is becoming one of the obstacles, because the turn to individual activity has come to light, what enlarges confliction. In addition, the major part of university human resources works individually, and the knowledge possessed by them is supposed to be the source of their wealth. Thus, the desire to freely share the possessed knowledge is minimal and the competition within organization and its subdivisions is a growing process.

Another obstacle is the structure of universities, which is defined by the acts of law. Strategic decisions are made by university senate – collegial organ. However, the decisions made by senate are not always grounded by conclusions of adequate field specialists and information from environment; therefore, those decisions in the future become not only ineffective but also harmful for university's activity.

Conclusions and final remarks

Nowadays the situation existing in Lithuania and European Union initiates changes in universities by not only extending the spheres of activity but also by improving the quality of studies. One of the motive powers of the changes of this kind might be the application of new management paradigms. However, legal system and juridical status of universities do not create favourable conditions for the establishment of new management processes.

Presently existing organizational university's structure isn't properly set to apply the newest management paradigms.

Changes in the external environment forces universities to react much more flexible. One of possibilities to universities could be organizational intelligence.

Analyzing scientific literature and experience of other countries it became clear that university as an intelligent organization should be characterised as system in which every employee sees his or her role in the context of a system of roles and defined outcomes. University's leadership should work toward whole staff consensus in establishing university priorities; promote an atmosphere of caring and trust among staff; support university structure that promotes participative decision-making, delegating and distributing leadership to encourage staff autonomy for making decisions; encourage staff to learn from each other. Each university staff member should be responsible for the main university purpose and outcomes. If university become an intelligent organization, it also becomes a learning organization, which could be defined

as university that employed processes of environmental scanning; developed shared goals; established collaborative teaching and learning environments; encouraged initiatives and risk taking; regularly reviewed all aspects related to and influencing the work of the school; recognized and reinforced good work and provided opportunities for continuing professional development.

While estimating the possibilities of university to become an intelligent organization, it should be noticed that it would mean cardinal changes in all the system of higher university education. It could be supposed that some of the universities have got separate qualities of organizational intelligence, which guarantees their competitive superiority, but it is necessary to perform necessary research and to analyze the results.

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Organizacinės įžvalgos principų taikymas universitetų veiklos strategijoje

Santrauka

Aukštojo mokslo misija – kurti, kaupti ir skleisti mokslo žinias bei kultūros vertybes, įtvirtinti nacionalinės kultūros savitumą, ugdyti asmenybę ir visuomenę. Visuomenė yra atsakinga už tai, kad aukštosiose mokyklose būtų sudarytos sąlygos ugdyti visapusišką asmenybę, atlikti nepriklausomus tyrimus ir siekti žinių. Savo ruožtu aukštosios mokyklos turi reaguoti į kintamus visuomenės poreikius ir derinti savo veiklą su valstybės interesais.

Aukštojo mokslo plėtra turėtų būti orientuota į efektyvesnį visuomenės ir valstybės gyvenimo reikmių tenkinimą. Tačiau dabar aukštosios universitetinės mokyklos savo veiklą linkusios taikyti prie dėstytojų ir mokslo darbuotojų poreikių ir jų kvalifikacijos.

Valstybė, siekdama priartinti universitetus prie visuomenės ir rinkos poreikių, keičia finansavimo tvarką, skatindama universitetus atrasti savo nišą rinkoje. Pokyčiai aplinkoje veikia ir pačių universitetų valdymą, kai universiteto administracijai tenka ne tik rūpintis studijų ir mokslo kokybės užtikrinimu, bet ir išmokti reaguoti į kintamos aplinkos poreikius. Ilgą laiką universitetai buvo aplinką keičiantis veiksnys, tačiau globalizacija šį procesą pakeitė ne universitetų naudai: aplinkoje vyko nauji procesai, kurie tiesiogiai neatsispindėjo universitetų veikloje, o dėl to universitetai pamažu virto uždaromis sistemomis, turinčiomis menką ryšį su savo aplinka.

Lietuvoje studijų sistema nepakankamai plėtojama remiantis žinių visuomenės poreikiais, kartais iškyla universitetų lokalūs interesai. Aukštosios mokyklos per mažai derina studijų programas su darbo rinka, todėl nemaža absolventų dalis įsidarbina ne pagal įgytą profesiją ir ne pagal išsilavinimo lygį. Dėl silpnų ryšių su socialiniais partneriais mokslo, technologijų ir eksperimentinės plėtros rezultatai nepakankamai naudojami versle. Mokslinių tyrimų kryptys menkai susijusios su verslo plėtros kryptimis ir jo poreikiais, todėl verslas mažai investuoja į mokslą, technologijas, eksperimentinę plėtrą ir nėra skatinamas tai daryti.

Tad universitetai nebeįgyvendina aukštojo mokslo misijos skleisti mokslo žinias, o dėl to didėja visuomenės nepasitenkinimas universitetų vaidmeniu bei teikiamų paslaugų kokybe.

Profesionali vadyba yra labai svarbus šiuolaikinių aukštųjų universitetinių mokyklų veiklos sėkmės veiksnys. Pagal galiojančius teisės aktus aukštųjų universitetinių mokyklų vadovas yra rektorius, o aukščiausia vidaus savivaldos institucija - senatas. Dauguma senato narių yra tos aukštosios universitetinės mokyklos dėstytojai ir mokslo darbuotojai, taigi jie sprendžia tiek akademinius, tiek organizacinius klausimus. Tokio pobūdžio universiteto valdymo struktūra skatina universiteto kaip organizacijos uždarumą. Be to kai kurios aukštosios universitetinės mokyklos yra linkusios autonomijos sąvoką taikyti ir ryšių su visuomene sferai, o turėdamos gana silpus ryšius su socialiniais partneriais, autonomiją pabrėžia labiau negu atskaitomybę valstybei ir visuomenei.

Vykdydamas savo misiją, universitetas turi remtis svarbiausiu principu – būti autonomiška ir glaudžiai su visuomene susijusi institucija. Lietuvos universitetai savo autonomiją paprastai sieja su savivalda, kurioje gali dalyvauti tik universiteto nariai. Visuomenė neturi galimybių daryti įtakos tokios savivaldos aukščiausiųjų institucijų – iš universiteto dėstytojų ir mokslo darbuotojų sudaryto senato ir jo išrinkto rektoriaus – sprendimams.

Pokyčių universitetuose būtinybė sudaro prielaidas juose vykstančius vadybinius procesus analizuoti iš naujųjų vadybos paradigmų perspektyvos, siekiant įvertinti vadybinių pokyčių galimybes. Viena iš galimybių veikti pokyčius universitetuose yra organizacinės įžvalgos įdiegimas, siekiant padėti universitetams susidoroti su įvairiais aplinkos iššūkiais.

Vertinant organizacinės įžvalgos galimą naudą universitetui, galima daryti prielaidą, kad būtų tikslinga tai įdiegti, nes sudarytų sąlygas universitetams labiau atsiverti aplinkai ir jos poreikiams, taip pat leistų priimti efektyvesnius sprendimus, atsižvelgiant ne tik į subjektyvią universiteto senato nuomonę, bet ir pabrėžiant kitų darbuotojų dalyvavimą sprendimų priėmimo procesuose.

Tyrimai rodo, kad šios naujosios vadybos paradigmos gali būti taikomos ir valstybiniame sektoriuje, kadangi nepriklausomai nuo kapitalo struktūros, visų organizacijų galutinis tikslas yra visuomenės poreikių tenkinimas. Tad darytina prielaida, kad universitete, kaip ir bet kurioje kitoje ne pelno siekiančioje organizacijoje, gali būti taikomi organizacinės įžvalgos principai. Žinoma, natūraliai kyla klausimas apie organizacinės įžvalgos taikymo universitetuose efektyvumą.

Viešajame sektoriuje veikiančios organizacijos dėl galiojančių teisės aktų ir susiformavusios kultūros yra biurokratinės. Esama struktūra tokiose organizacijose nėra palanki formuoti organizacinę įžvalgą. Darytina išvada, kad dabartinė universitetų struktūra nepalaikytų organizacinės įžvalgos formavimo proceso dėl esamų biurokratinių procesų.

Aukštosios universitetinės mokyklos gali būti diferencijuotos atsižvelgiant į tokius išteklius kaip galia, žinios ir įgūdžiai, informacija, vadovavimo pobūdis. Tad ir jų galimybės bei pasirengimas pereiti prie organizacinės įžvalgos taip pat yra skirtingi. Mažuose universitetuose tai yra paprasčiau, kadangi esama daugiau galimybių formuoti neformalius komunikacinius tinklus, perduodančius žinias kitiems padaliniams.

Kai kalbame apie organizacinę įžvalgą, kalbame apie tam tikrą organizacinę kultūrą ir vertybes. Vienas iš pagrindinių organizacinės įžvalgos aspektų yra besimokanti organizacija. Besimokančiai organizacijai organizacinė įžvalga yra daugiau nei kad visų organizacijos narių žinių suma. Universitetai, kurie greitai besikeičiančioje aplinkoje yra besimokančios organizacijos, turi sistemas ir struktūras, įgalinančias visų lygių personalą nuolatos mokytis bendradarbiaujant ir naudoti naujas žinias. Sugebėjimas mokytis bendradarbiaujant apibūdina organizacinio mokymosi procesą. Galima išskirti 6 organizacinio mokymosi dimensijas aukštojoje mokykloje: struktūra, bendras sprendimų priėmimas, visų įsipareigojimas ir bendros veiklos, žinios ir įgūdžiai, vadovavimas, grįžtamasis ryšys.

Kalbant apie lyderiavimą, kuris palaiko besimokančios organizacijos kūrimą, reikėtų paminėti ir kultūrinius bei bendradarbiavimo aspektus, dėl kurių personalas yra suvokiamas kaip planavimo procesų partneris. Vienas tokių požiūrių yra transformacinis lyderiavimo modelis. Šiame modelyje kalbama apie misijos ir vizijos suformavimą palaikant mokyklos kultūrą, skatinant personalo įsipareigojimą misijai. Taigi keičiama mokyklos struktūra, kuri palengvina misijos ir tikslų siekimą užtikrinant ilgalaikį veiklos tobulėjimą.

Kiekvienos organizacijos valdymo paskirtis yra siekti veiklos rezultatyvumo bei efektyvumo, todėl jos priimami vadybiniai sprendimai turi būti adekvatūs veiklos sąlygoms. Pirmasis žingsnis siekiant priimti įžvalgius sprendimus yra informacijos paskleidimas. Biurokratinėse struktūrose informacija yra asmeninės galios šaltinis, todėl sprendimai priimami tik organizacijos vadovybės. Pagrindinis intelektualios organizacijos privalumas yra tai, kad vidiniai procesai veikia kokybiškesnių sprendimų priėmimą, o tai savo ruožtu ne tik užtikrina organizacijos išlikimą globalizacijos procesuose, bet ir skatina konkurencinį pranašumą. Lietuvos aukštojo universitetinio mokslo rinkoje konkurencija išties ryški, kadangi daugumos universitetų panašios studijų programos, kurias renkasi vidurinių mokyklų absolventai.

Iš pirmo žvilgsnio atrodo, kad universitetui tapti intelektualia organizacija neturėtų būti sudėtinga dėl žmogiškųjų išteklių intelektualumo, tačiau viena iš kliūčių, yra išryškėjęs polinkis į individualią veiklą, o tai didina konfliktiškumą. Be to, universitete didžioji dalis žmogiškųjų išteklių dirba individualiai, o jų turimos žinios laikomos jų galios šaltiniu. Tad noras laisvai dalytis turimomis žiniomis yra minimalus, o konkurencija organizacijos ir jos padalinių viduje - augantis procesas.

Šiuo metu Lietuvos ir Europos Sąjungos situacija skatina pokyčius universitetuose ne tik plečiant veiklos sritis, bet ir gerinant studijų ir mokslo kokybę. Viena tokio pobūdžio pokyčių varomųjų jėgų galėtų būti naujų vadybinių procesų taikymas. Tačiau teisinė sistema ir universitetų juridinis statusas nesudaro palankių sąlygų diegti naujų vadybinių procesų.

Viešajame sektoriuje veikiančios organizacijos dėl galiojančių teisės aktų ir susiformavusios kultūros yra biurokratinės. Esama struktūra tokiose organizacijose nėra palanki formuoti organizacinę įžvalgą. Darytina išvada, kad dabartinė universitetų struktūra nepalaikytų organizacinės įžvalgos formavimo proceso dėl egzistuojančių biurokratinių procesų.

Vertinant universiteto galimybes tapti įžvalgia organizacija, pažymėtina, kad tai reikštų kardinalius pokyčius visoje aukštojo universitetinio mokslo sistemoje. Tačiau yra tikimybė, kad kai kurie universitetai turi atskirus organizacinės įžvalgos požymius, kurie užtikrina jų konkurencinį pranašumą.

Raktažodžiai: *organizacinė įžvalga, universitetas, besimokanti organizacija, sprendimų priėmimas, lyderiavimas.*

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