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The Paradigm of Knowledge Management in Higher Educational Institutions

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The dynamics of the modern market, fast development of science and technology, changes in society require a new attitude to the management of organizations. New requirements are set to the employees as well. The understanding of the necessity to improve constantly, to raise the professional level becomes a very important trait of the employee along with the perfect professional knowledge. The professional must not only have new ideas, but also it is necessary to know and be able to use the experience of the organization, that is able to improve the work quality and productivity. The spreading of the telecommunication means such as internet allow creating a homogeneous global information storage system, that significantly raises the possibility of the information search and mastering. The penetration of informational and innovational technologies into all spheres of our lives, the usage of e-learning created preconditions to establish management systems.

The recognition of the importance of intellectual resources in modern world proves the appearance of new management branches, concentrating attention to one subject-knowledge. The management of knowledge unites into one different part of any organization-processes, people, and technology. Knowledge is that basement on which the competitive advantages of the company are being built.

According to B. Gates (2000), "the knowledge management-is a very clever term to describe a very simple subject. You manage data, documents and the attempts of the employees. Your goal is to enrich the common work possibilities, including the exchange of thoughts, the usage of successful ideas and the coordination of actions towards the common goal. The management of knowledge must guarantee that the required knowledge will reach certain people at certain time, so that people can take certain actions."

Informational society, now already knowledge society tries to learn how to use knowledge in order to achieve interests and manage the streams of information.

High schools during the period of industrial society performed the role of preparation centers of the specialists for the economy. Informational society has changed the status of higher education schools. Knowledge society influenced the creation of new type schools -innovation schools. Nowadays a high school -is a center of science and innovations development, where nonstop learning, or life -long learning is taking place. In high schools the system of professional studies, professional change of qualification and qualification improvement system, orientated to the requirements of all the users is created: it can be an orientation to the country, region, business, and student. A modern high school must solve the tasks of their region and the country's economy tasks. That is why today it is necessary to speak about a new role of high schools in informational society, which requires a new attitude towards the management of knowledge and the system of knowledge management in higher educational institutions. Knowledge management becomes a part of higher education philosophy. Today this is one of the most promising and quickly developing tendencies, which raise the competitiveness of higher education in this specific market.

Keywords**:** *knowledge, knowledge management, informational technology, high school.*

Introduction

As long as the world's financial and economic situation is changing very quickly, the requirements for higher education are growing very quickly. In spite of the fact that the law of higher education in the Republic of Lithuania (2000, Nr. 27-15) set a goal for higher educational institutions to create, collect and spread scientific knowledge, the higher education reform which is performed in Lithuania since 2000 did not bring expected results. In March, 19, 2009 during the Forum of Lithuanian law there were named the following problems of higher education: acquired skills and competences are inadequate to the market requirements; weak practical usage of scientific researches; only a small amount of scientific knowledge is performed according to the business company request; the lack of orientation to the country's requirements and the lack of scientific solutions for it (Pacesa, 2009). The discussion, which is taking place nowadays, is about a new LR science and study law (2009, Nr. 54-2140) has stated the important of knowledge management and informational society's creation importance and necessity. Information and knowledge move to a new importance level and become important resources. In the world very actively different societies, associations, non-material resources institutions are being created, there are performed different knowledge management researches and the acquired experience is systematized. A very important point is that there has been started to form a certain view of knowledge management, which states the relation, balance and integrates organizational, human and technological components of knowledge. Earlier the source of welfare and power was

land, then capital and nowadays in a newly formed informational and knowledge society the welfare source is knowledge. In informational economy there were created the canals of information transformation, for example internet, which has completely changed the life style of mankind. In the knowledge economy it is necessary to create transformation and communication canals, which could be joined by every person in order to transform the knowledge- not information, but knowledge.

During the ninth decade of the last century there appeared a notion "knowledge organization", which implied competitive advantages to organizations. The notion of "human resources" started to transform into "human capital". Later there appeared a notion of "social capital", which prognosed the nets, norms and values for effective knowledge spread. It is obvious, that the appearance of new notions was justified by the social, economic and society processes and the fact that information and knowledge become the most important society resources (Brooking, 1997a; Brooking, 1997b; Brooking, Board, Jones, 1998; Kolodziej-Durnas, 2006; Grundey, Varnas, 2006; Kryk, Zielinska, 2007; Lentner, 2007; Girdauskiene, Savaneviciene, 2007; Kumpikaite, 2007; Melnikas 2008a; Kazlauskaite, Buciuniene, 2008; Hernaus, Skerlavaj, Dimovski, 2008; Chen, 2008; Strauf, Scherer, 2008).

High school institutions have always been the most active knowledge creators, appliance and spreading process member. That is why in a new LR study and science law higher educational institutions have the function not only organize ad fulfill the educational processes, provide the stated qualifications, perform scientific researches, experimental (social, cultural) development and (or) artistic activity, but apply the results of scientific researches and experiments, collect scientific knowledge, develop creative activity and culture, take care of academic society values and traditions. Knowledge management is becoming a very important activity of higher educational institutions, which depends on the ability to collect and analyze information, transform knowledge, apply novelties. In the period of dynamic changes, competitive rivals, and under the conditions of changes of informational technologies and management it is necessary to state the obstacles.

The object of the research: to study the theoretical basis of knowledge management and the creation of knowledge management system in higher educational institutions

The object of the research: knowledge management in higher educational institutions**.**

The methods of the research: the analysis of scientific literature and the comparative analysis of separate informational resources.

Knowledge as the resource and subject of management

The term knowledge management is older than twenty years. The American scientist Wiig was the first to use the term "manage the knowledge" in 1986 during the international conference in Switzerland. This famous specialist of the artificial intellect became a founder of scientific publications that analyze knowledge management. Later the results of different researches and practical recommendations were published by other scientists: Nonaka, 1994; Nonaka, Takeuchi, 1995; Nonaka, Takeuchi, Umemoto, 1996; Stewart, 2002; Bukowitz, Williams, 1999a, 1999b; Prusak, 2001; Milner, 2003; Stukalina, 2008 and others.

Information and its availability are one of the core conditions for market functioning and it is very important for its surroundings, the processes that are taking place in it, the source of the knowledge about the participants of the environment (Legenzova, 2007). In scientific literature knowledge is studied in two aspects: knowledge as a practical information, and knowledge as production, as a product of selling and buying. The first aspect analyses knowledge that is applied to solve tasks and problems as well as in decision making (Wiig, 1993, 1995). That is why to manage knowledge means to form them systematically, renew and apply them. That is why it is possible to state that knowledge is any word, fact or example, event, rule, hypothesis or model that strengthens understanding and actions. Knowledge management means the formalization of them, the access to practical experience, expert data, which create new possibilities to stimulate innovation and raise the price of usage. The second aspect claims that knowledge is what the majority of organizations produce sells and buy (Prusak, 2001). By solving different tasks it is necessary to develop knowledge and apply it effectively.

The management of knowledge is given two main tasks. The first one is to use knowledge effectively, the second one - to create new products and services, develop innovations. During the last decade the term "knowledge society" is being used more and more often, *knowledge based economy* is the economy that is based on the production of knowledge, its application and usage, *information economy* is the economy that is based on information. The notion of "information society" was first introduced in USA and Japan by Machlup and Umesao. Knowledge is divided into formalized, not-formalized, obvious and not obvious. Knowledge becomes formalized when it is detailed and written down. Not formalized knowledge is knowledge, which is stored in people and organizations' memory, such knowledge is easily reached and can be transformed. The source of not obvious knowledge is in person's sub-consciousness and is stored in organization's culture, that is why it is difficult to find and use it (Milner, 2003). Formalized knowledge is superior compared to not formalized and not obvious. Knowledge can be expressed in a text, pictures, tables, systems, and it is possible to interpret and use them, save and spread, as wellmas they can be used for creating new knowledge (Stewart, 2002). The sources of not-formalized knowledge are the employee's of organizations, their clients, everybody who acts in the organization's environment.

The representatives of eastern schools, which analyze knowledge management in an organization, divide knowledge according to the form. Obvious knowledge is knowledge which is exactly described, presented in documents. The source of not obvious knowledge is individual experience, memory, moral values and statements, stereotype, organizational culture, social

and political norms. Not obvious knowledge can often be not formulated, based on individual experience, it is difficult to recover and save it (Nonaka, Takeuchi, 1995; 1996). But the fact that knowledge is not formal and not obvious does not make it less important for the organization. The components of organizational culture can influence and are actually influencing knowledge management.

Knowledge can be divided in practical (know-how), theoretical (know-way) and strategical (know-what). It is possible to divide knowledge into coded (know-what), customary (know-how), scientific (know-way) etc. There can also be commercial knowledge, which in the realities of market is applied in the work of organizations and their reciprocity with the environment (Bell, 1998).

Knowledge can be specific and common. All knowledge is based on information from different sources, which can be divided into inner and outer (Denning, 2002).

New knowledge is created in interaction between people, when the communication is performed between individuals, who have different knowledge (Barkauskaite, Gribniak, Kanapeckiene, 2006). In scientific literature different classifications of knowledge are analyzed. We will present several of them, which are different enough (see Table 1)

Table 1

Classification of knowledge in knowledge management

Milner B. Z.	**Goldstein G. J.**	**Sevage C. M.**
Cognitive knowledge (know what)	Declarative knowledge (knowledge-zero)	To know why (to understand the importance of the actions, influence the environment)
Applied skill (know how)	Procedure knowledge (know-how)	To know, that (to understand the essence of the information using intuition and experience)
Systematic understanding (know why)	Reason knowledge (know why)	To know who (to have necessary knowledge)
Personal creativity motivation (want to know why)	Condition knowledge (know-when)	To know how (to have obvious and not obvious knowledge about the performance of the task)
	Relation knowledge (know with)	To know where (to imagine the optimal environment)
		To know when (to make prognosis for suitable time and moment)

Source: Ignatjeva E., Менеджмент знаний в управлении качеством образовательного процесса в высшей школе, Великий Новгород, 2008, p. 54.

In these classifications of knowledge questions become the main criteria, which explain the level of understanding and the usage of knowledge. The knowledge that exists in person's sub consciousness and answers the question "what?" can't guarantee the usage of knowledge and the success of the activity? Performing any activity, it is necessary to know "how?"-knowledge become valuable by performance and by the ability to make certain actions. Performances in an unexpected situation require certain processes and actions, the understanding of the interconnection links and that means the answer to the questions "Why? What is the purpose? When? What are conditions?" The answers to these questions become very important, when they highlight the aspects that motivate the activity, because these are questions that are raised together with professionalism and skills.

In all classifications the fact that knowledge creates the basis of staff competence is recognized. They differ in their contents and in possibilities they open for an organization. Knowledge can be classified from the main point of its contents. (See Table 2).

Table 2

The classification of knowledge according the main point of contents

Type of knowledge	**Knowledge about knowledge**
Innovational	Unique knowledge that guarantees the competitive advantage in the studied activity. It allows changing the "rules of the game".
Depth	Knowledge, which shows the structure of the existing relations and processes which can be found in the subject sphere.
Surface	Knowledge about obvious connections among events and the facts from the subject sphere, that are close to empiric experience, and they can be presented as models, which are based on the rules. "If (condition), then (action)".
Basic	Minimal knowledge possessed by all members of the studied sphere. It ensures "participation in the game"

Source: Ignatjeva E., Менеджмент знаний в управлении качеством образовательного процесса в высшей школе, Великий Новгород, 2008, p. 56.

Globalization, the development of technology and communication nets during the past decades created the conditions for the quick growth of knowledge streams and amount. Knowledge becomes one of the most important resources of modern organizations. But only innovative knowledge in an organization is the instrument, which allows dictating their rules on the market. The realization of formalized and not formalized, not obvious knowledge influences the creation and development of knowledge management models. It is necessary to mention the cultural components of not formal and not obvious knowledge which is a meaning. For any process management in organization, the organizational culture has a very big influence, which is a very important factor for organizational culture.

The preconditions of the system rise

The appearance of the management concept is analyzed by scientists in the context of basic management concepts. Knowledge management is analyzed as one of the ways of quality management development. The basic function of knowledge management is the entity of processes and technologies, which aim to find out, create, spread process, save and present for the usage inside the organization (Figure 1).

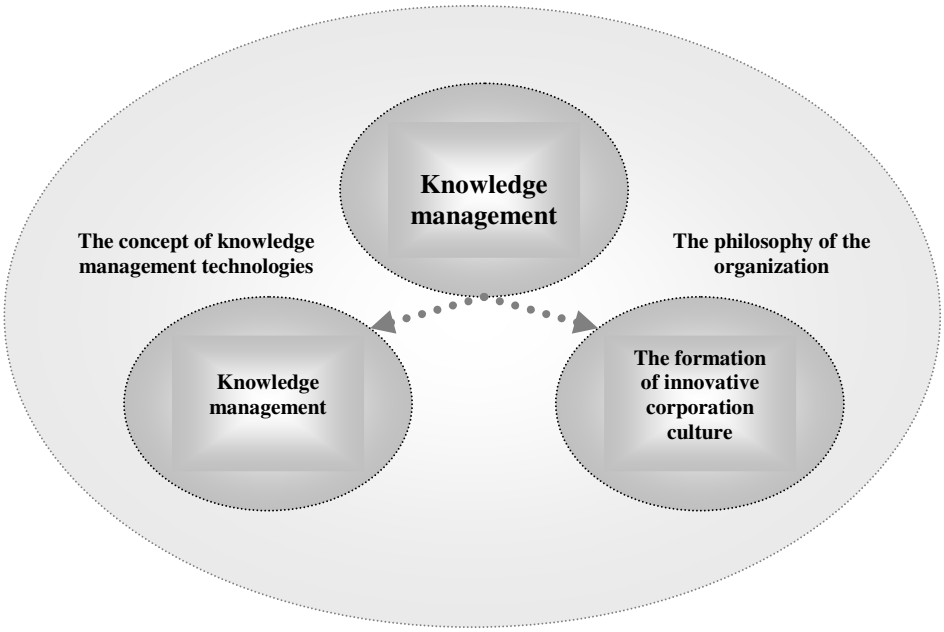

Figure 1. The functional nature of knowledge management

Created by the authors

The analysis of different knowledge management descriptions allows to state, that the knowledge management, along with knowledge management function is given a function of organization's culture, which stimulates learning and innovations, acquires formation function. In this case knowledge management becomes not only the concept of knowledge management's technology, but also the organizational philosophy.

Knowledge organizations have more possibilities for successful activity, because they not only react to outer and inner environments, but also manage the consequences which they create and in all these environments create a new knowledge and use it in order to acquire a long-lasting competitive advantage. Only an effective knowledge management is a way to a successful and long-term activity (Girdauskiene, Savaneviciene, 2007).

The beginning of knowledge management as a separate scientific branch dates back to 1993, when in Boston the first conference devoted to knowledge management problems in organizations took place. Nowadays this is one of the most popular and quickly developing management tendencies, the appearance of which was presupposed by many reasons. To historic reasons can be prescribed globalization and competition; the quick development of informational technologies, education, the growth of technological level of science and production.

Theoretical preconditions were formed together with science development. In sociology knowledge management is studied in two levels: at macro level the idea of the creation of the past industrial, informational, knowledge-based society is analyzed; at the micro-level the behavior of the person is analyzed, behavior's social aspect. This main difference was first noticed by Aristotle. Psychology develops knowledge management through the analysis of ways how people study or act. In scientific literature there are given many descriptions of knowledge management. A couple of them will be presented.

– Knowledge management the art of data collection or science, recognizing and understanding work relationship and management methods, which makes it possible to use available information and valuable knowledge (Kaklauskas, Kanapeckiene, 2005).

– Knowledge management is a process, which allows an organization to get profit from the knowledge and intellectual fund, which it manages (Bukowitz, Williams, 1999a; 1999b).

– Knowledge management is a technological system, which connects strategic and useful knowledge and evaluations, which make it easier to create an effective cooperation and well-times decision making (Sternberg, 1985; Sternberg, 1996; Sternberg, Spear-Swerling, 1996; Sternberg, Grigorenko, 2000).

An entrenchment in economic market, shake-up, globalization, the improvement of technique and technologies, the formation of informational society, the creation of knowledge economy, the change of society's economic condition, democratic processes create challenges to the organization. In constantly changing organization a new view to organization as an activity system is being formed, where the organization's employees become more important and active part of the

system, which determines the effectiveness of reaching goals. (Ciutiene, Sakalas, Neverauskas, 2006). J. Kvedaravicius (2006) marks that non - systematic problem solving does not solve them, but postpone to later time. After the problem is solved, these appears a compensating feedback, which increases even more than it has already been diminished. In order to properly use the collected information, which was transformed into knowledge, and knowledge into wisdom, which is supported by the best practice, by using the best informational technologies, it is necessary to create the system of knowledge management. Only by using management systems organization will reach the biggest success (Kaklauskas, Zavadskas, Gargasaite, 2004; Sakalas, Venskus, 2007). Such system is presented on Figure 2.

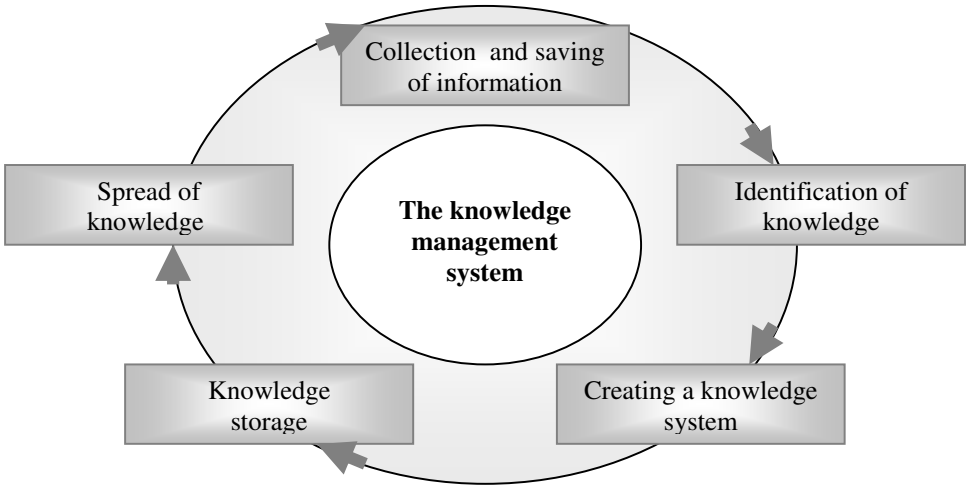

Figure 2. The knowledge management system

Source: Kanapeckiene, L., Gribniak, V. (2008). Žinių valdymas ir aukštasis mokslas. Pedagogika-Pedagogy studies(85), 25.

So the knowledge management system can be described as a renewing complex action with a feedback. But the varieties of knowledge, the growing information streams make us look at the knowledge management not only technologically, but also require a philosophical attitude. Knowledge management as a technological system makes the contacts more active, make knowledge exchanges and cooperation of organization's members easier, which leads to bigger profit of intellectual capital. But at the same time technologies do not provide the optimal solution for arising problems, especially when it is necessary to take a non-standard solution. Modern, more and competitive, but not cooperative society, is marked by growing intellectual tension and the appearance of new ways of activity. Knowledge management becomes not only the concept of technology management, but also an organizational philosophy, which looks at knowledge management systematically. This philosophy must evaluate a human factor, not knowledge, that is a person with his intellectual capital, which is understood as the most important value of an organization. Systematic view into a knowledge management is important for business, industry, commerce, politics, culture and other human activity.

Knowledge management in higher educational institutions

Modern higher school is competing in the space of higher education and has to create new knowledge and manage it effectively and meet the requirements. Higher school should be more innovative than companies and develop quicker than they, because schools have to provide the service that outstrips by their novelty and practical appliance. If the specialist that is prepared by this school will be not needed, higher school has to teach the graduates to manage innovations, because they will have to develop the company dynamically, improve themselves constantly, develop knowledge and skills (Ignatjeva, 2006). According to V. Snieska (2008), the main capital of the knowledge in economy is not material (knowledge, creativity, competence etc.), that is why in informational economy knowledge is a value for a consumer, the subject that is being created for him. At the same time, as knowledge becomes more complex, not all companies have enough resources to manage them. As one of such resources it would be possible to name human capital. All the ruling possibilities in life quality and development of the society, as well as progress possibilities and factors of the perspectives are directly connected to human resources and show the features and dynamics of them. That is why the solving of problems and questions that are connected with human resources must be understood as a priority in modern development of the society and as a way to find the progress possibilities and realization ways (Melnikas, 2008b). Both human resources and their management create organizational value and help to solve the problems of very quickly changing business environment. It is also worth to mention, that the price of human resources depends not only on the branch of organization or business, but also on certain national actions, politics, economy and education systems. That is why the control of human resources must be understood as strategically activity of organization, which is combined with common business or corporation strategy (Snieska, 2008). The success of human resources in integrating on multicultural Europe's work force market, which has different teaching

and education system, different traditions first of all depends on the competences the individual has (Savaneviciene, Stukaite, Silingiene, 2008).

Knowledge is a product, which is taught to be created. Learning while creating a new product can be best understood as a multidimensional structure made of nice interconnected, but at the same time very different elements: the acquiring of information spread of information, misleading learning, thinking improvisation, intelligence, the understanding of the essence and memory. Learning process is not only the process of acquiring information; receiving or fulfilling the information is a combination of many cognitive components. That is why during the time of product creation, organizations have to think seriously about these factors (Liepe, Sakalas, 2008). Learning of human resources- is one of the strategical tasks for an organization in order to create a system, which would educate abilities of employees according to the company's requirements and the goals of employees. There should be created the possibilities for the employees to develop their competence, ability to adjust to changes, improve the skills, experience and the mistakes made (Kumpikaite, 2007). The informational connection with the outer world is also necessary, because it creates the preconditions for active activity of an individual-and this is especially well motivated by socially important information. In this case the quality of received information, its amount and contents are very important. And on the contrary the lack of information can cause the abnormal development and psychological disorders. The lack of information can negatively affect the development of the person (Sedziuviene, Vveinhardt ir kt., 2007). Learning and the progress that is connected with it, changes are happening in a certain environment, where a person or association is the main performer, but his activity is bordened or it influences the environment of a certain organization.

Each organization is organized to perform a certain technological process and that create a certain structure which is supported by the functional division and specialization, (Sakalas, Venskus, 2007).

The other reason which determines that a higher school schould have a modern system of knowledge management and it is very important: higher school must meet the requirements, and be recognizable for the consumers, be recognized by society, attractive to investors, to the country and foreign partners, future students, who choose higher education institutions.

High school has scientific potential, which allows creating its own system of knowledge management. Preserving traditions, positive conservativeness, which goes together with modern management, ensure the attractiveness and market of high school (Rumizen, 2004). The management of quality of educational services becomes the engine of competitiveness in a higher school and knowledge management, the activity that ensures vitality. Knowledge management is the secondary activity in management of higher education management. It is assigned to the resources management in common high school quality management. Such thorough analysis of these management systems and synthesis becomes the systematic task, where the effective decision is possible by applying math methods and algorythms (Ruzajev, 2004).

Modern theory of knowledge management answers the question "what is the production of high school and who is its client": the product of high school is knowledge, which a student receives during studies. It is very important to ensure that knowledge should not be on the paper, but shown by him during the exams, final qualification works, performed in laboratories, during the professional practice at work place. The client of high school is first of all the student himself, then there is society and then the state that provides the money from the budget for acquiring knowledge and management processes.

The creation of the system of knowledge management in high school should be a task, and this system should be the part of the quality management system. In order to ensure that the management system is improving all the time and performs effectively, the main module should become the monitoring of students' knowledge and skills. Only real requirements of high school graduates on the market can prove the effectiveness of knowledge management system's functioning (Ignatjeva, 2007).

Knowledge management in a high school can be described as the creation and control of valuable knowledge. Higher school being an important link, which creates and manages knowledge, must have the analogue of the world's existing knowledge management systems. In order to create such a system it is necessary:

– to point out and fix valuable knowledge (the intellectual resources of high schools);

– to create a methodology and ideology of receiving, transforming, consolidating knowledge and the formation of control processes;

– to activate, create and optimize the processes of knowledge formation, transmission, periodical and final evaluation processes;

– to perform the spread of knowledge among the staff of a high school (constant improvement of qualification) and knowledge transmission to new employees;

– to transmit the news to students, keep a certain knowledge level of graduates;

– to concentrate knowledge while solving innovative tasks;

– constantly perform knowledge monitoring, make decisions according to the monitoring results;

– to raise the level of a high school knowledge and generate new knowledge;

– to generate new technologies of new knowledge transmission;

– to fix new knowledge and turn to new knowledge management technologies (Collison, Parcel, 2003; Collison, Parcel, 2005; Collison, 2006; Saiz, Lara, Alcade, 2007).

For the creation of knowledge management and development the holistic model of knowledge management can be applied (Collison, Parcell, 2006).

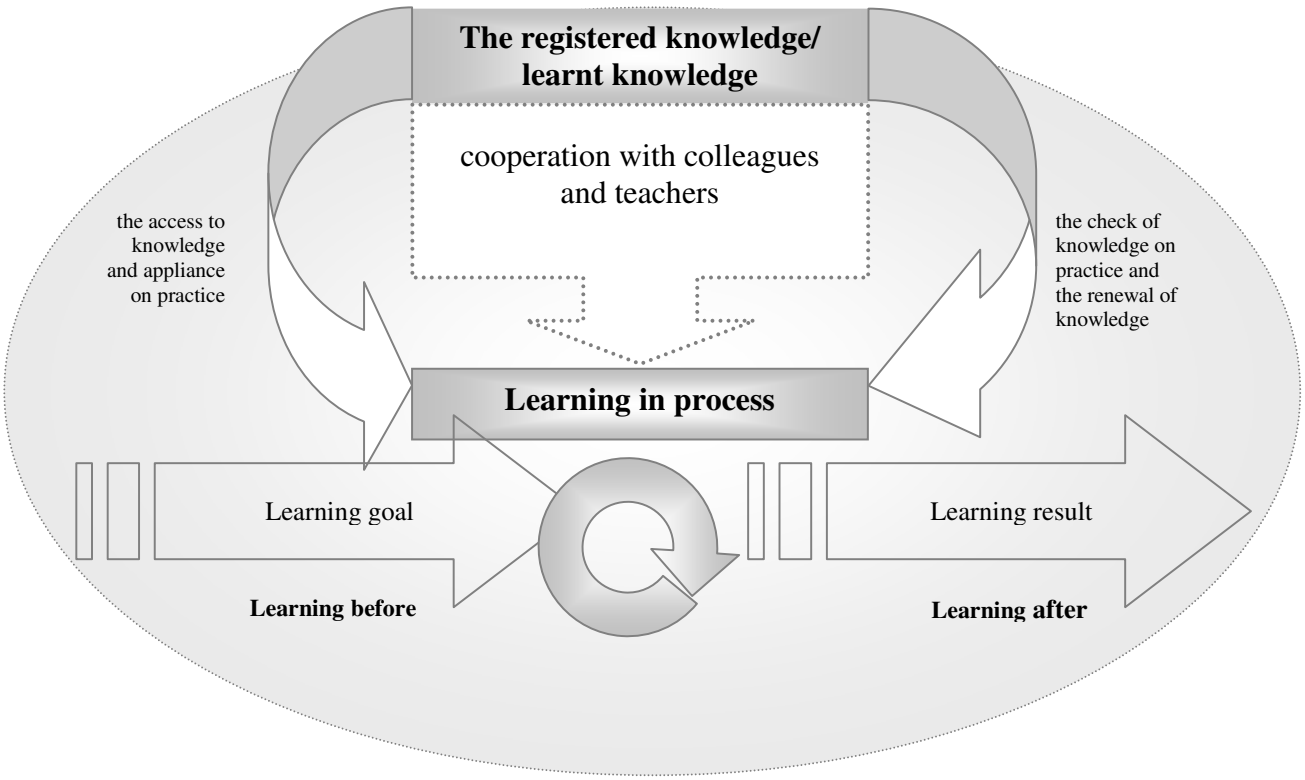

Figure 3. The holistic model of knowledge management

Source: Collison, C., Parcell, G. (2003). Learning to Fly: Practical Lessons from one of the World's Leading Knowledge Companies.

The main parts of this model become three blocks, in which the logics of non-stop learning: “learning before", "learning during the process", "learning after" is projected.

In educational process in a high school the blocks "learning before" and "learning after" combine learning into a non-stop process. Any educational stage is always based on the already existing knowledge. During the stage "learning after" the acquired knowledge and performed actions are thought over, the summed up algorithm is formed which allows to better perform similar actions in future, as well as more rapidly and with higher level of quality. In this stage the ones who study should share the experience, to reflex, to perform not only the evaluation, but also get an evaluation from somewhere else.

This model is interesting because it is based on the understanding, that "learning in process" is as systematic process. The system is also shown not only in cognitive activities, it is very important, because there is a systematic understanding of own activity and understanding of the activities of others, the transformation to meta-knowledge level is going on. It is necessary to mark, that while introducing this model it is necessary to think about cultural and social country's environment, differences, which have influence on the functioning of the system. Finally, the cultural environment of the organization will have influence, which will not allow mechanically introduce the model created by foreign scientists. Very often knowledge, methods which were borrowed from foreign authors are introduced presuming that they are optimal and universal. Nevertheless, such national qualities as the lack of initiative, envy, weal tradition of common activity and lack of attention to organization's culture, climate condition can become a very serious obstacle to fulfill cooperation with colleagues and teachers. Other sensitive moment is a newly developed idea- "learning after".

Summing up, it is possible to state, that some of the essential tasks in a high school while creating and developing knowledge management system become the development of resources, search and introduction of knowledge management models. High school has a slid intellectual capital, and must integrate as well as create new knowledge management models, taking to consideration cultural, social and economic specifics of a region. High school, which creates knowledge, must be an innovational leader, attractive to investors and easily recognized by consumers.

The connection between technology and knowledge management

Only the knowledge that was already acquired or new knowledge is not very important for an organization, the crucial factor becomes the ability to use them with a purpose. Organization establishes special informational services, which are aimed to collect information, systemize knowledge and process them. The usage of informational technologies makes the search of information quicker, enlarges the volume of available information, and improves the presentation of information. The development of informational technologies helps to research the quantity information, widen the possibilities of information coding, raises the speed of information content and transmission speed. But the situation makes look at the contents of activity. For the informational channels that deeper and deeper interfere into the society's

life, priorities must turn not to the other billion of knew information package, and those things, which influence the present world's structure, which hides behind the information that is already acquired or is possible to be acquired (Zakarevicius, Kvedaravicius, Augustauskas, 2004).

Knowledge is the most important resource of the organization, which gives a competitive advantage. But this resource should be well controlled. Growing informational streams are processed by informational technologies. None of organizations nowadays can perform without them. Organizations need a lot of information from outside, but at the same time they themselves have information, constantly create it and renew it (Sedziuviene, Vveinhardt etc, 2007). Knowledge management is more connected to informational quality, to types and forms of information, and in order to analyze information in the right way and thoroughly, it is necessary to know the essence of the information. A new application of informational technologies, technological achievements in knowledge formation processes requires the formalization and fixation of these processes, the resources of knowledge management subsystem control creation. The specialists of knowledge management state, that data, which is in artificial carrier, is information, but what is in the heads of the employees is knowledge (Fischer, Ostwald, 2001). Very often to the knowledge of the employees their skills are prescribed. We can state that information forms new knowledge. New knowledge is managed not only by academic transmission, but also, what is very important for a high school, practically applying in applied researches, professional practice. The fulfillments of these processes require the transformation of information to knowledge, the fixation of management procedures (Holsapple, Joshi, 2001).

Intellectual resources of high schools are prescribed with knowledge, which has a certain value. The description of information and knowledge, their qualities, types and forms create a theoretical basis on a new level. In order to create the knowledge basis, it is necessary:

– to state and structure the bases of high school knowledge;

– to fix the processes of high school knowledge basis;

– to change part of the not obvious high school information resources (which are in the heads of employees) to obvious knowledge (knowledge that is on any carrier);

– to formalize and mark the transmission of informational resources into knowledge basis process;

– to formalize and mark the nonstop process of employees' qualification improvement;

– to spread the knowledge used by high school employees, improve its spread among employees;

– to create the conditions for the effective generation process of new knowledge;

– to formalize and mark the high school knowledge bases refilling and renewing process;

– to try the way of knowledge basis usage while transmitting the knowledge to the students;

– to mark the processes of knowledge transmission to students by using the bases of high school teachers;

– to perform the validation and verification of high school knowledge bases;

– to perform the monitoring of knowledge transmission processes and the effectiveness of high school knowledge bases usage;

– constantly improving effective use of the results of monitoring (Drucker, 1967; 1974; 1986).

The creation of a knowledge base will allow a high school to find out valuable knowledge, structure it according to the value and application criteria. The availability of knowledge will ensure the development of the knowledge borders; improve the spread of knowledge among employees and transmission of knowledge to students. The creation of knowledge creation will ensure further actions of a high school to motivate the employees to move their knowledge into bases and apply them effectively during the study process (Box, 1987).

The task requires a systematic view. That is why, according to knowledge management approach, it is necessary to connect information streams with a special link, which will ensure a unified transmission and receiving of information. Projecting helps to manage knowledge streams effectively by using informational technologies. Modern organizations must change a traditional organization into more modern organizational forms- projects; this would create the solutions for informational management to project in order to establish a new understanding of management, which will allow solving many problems, which can't be explained by traditional management (Sedžiuvienė, Vveinhardt ir kt., 2007). The integration of systems in a modern organization is relative, because in an organization the relations between activities are changing and separate systems are created in different time. That is why knowledge management from the management point of view, while integrating the informational technologies, is to connect the streams with a special link, which will ensure a unified transmission, receiving and using knowledge.

Conclusions

The role of a high school in modern informational society requires a new innovative view into knowledge management and creation of a knowledge management system for high school. Knowledge management combines the parts of organization into one unity: processes, people, and technologies. Knowledge is that basis on which the competitive advantage of the organization is being built. Knowledge becomes valuable not because of the information it carries, but the actions and ability to take the step. Actions in a non-standard situation require processes and phenomenona require the understanding of their interrelation. That is why the basis function of knowledge management has become knowledge control–the entity of processes and technologies, aiming to find out, create, spread, process, preserve and present for the usage inside the organization. In scientific literature the process of knowledge management is studied well enough and is described from the aspect of clear, obvious and formalized knowledge processes. The main tool of such knowledge management becomes the nets of informational technologies, first of all internet. To exchange not obvious

knowledge the special social nets are required and they are not well studied. That presupposes the need of more thorough creation of models. The appearance of knowledge system is presupposed by such reasons as globalization, competitiveness, the development of informational technologies, the growth of education, science and production. Only by using knowledge management systems a modern organization can achieve an optimal result. It should be mentioned, that knowledge management becomes not only the concept of knowledge management technologies, but an organizational philosophy, because it includes corporation culture, which influences learning and innovational activities.

That is why in order to use the collected information, which was transformed to knowledge and knowledge to wisdom, supported by practice, and usage of informational technologies it is necessary to create a successful knowledge of management system. The variety of knowledge, growing informational streams makes look at knowledge management not only from technological point of view, but it requires a philosophical attitude. Technological system makes the exchange of knowledge easier, the cooperation of organization members creates higher profit capital. But technologies can ensure an optimal solution of arising problems, especially when it is necessary to take non-standard decisions. Modern as well as more and more competitive, but not cooperating society is marked by growing intellectual tension, generation of new activity ways. Knowledge management becomes not only the concept of knowledge management technology, but also an organizational philosophy, which looks at knowledge management systematically. Systematic view to knowledge management is important for business, production, commerce, politics, culture or human activities. Knowledge management in high school is described as a creation and controlling of intellectual fund. This is one of the most important processes in high school's management system, where it should be analyzed in complex together with motivation and creation of knowledge transmission. The client of high school is first of all the student himself, then there is society and then the state that provides the money from the budget for acquiring knowledge and management processes. High school must meet high requirements, to be recognized by the consumer and the society, be attractive to the investors, country's and foreign partners, future students who choose the high school. The creation of social environment, which influences the high school employees and students to develop the knowledge and makes the process of receiving new knowledge more attractive, is a necessary condition to make the school more attractive. The client of a high school is not only a student, but society and state, who support the processes of knowledge acquiring and management from the budget. High school must follow several high requirements: to be recognized by the consumer, to be recognized by the society and be attractive to the investor. High school must transmit knowledge not mechanically, but in complex not only motivating, but creating the conditions knowledge transmission. The product of a high school is knowledge. It is very important that it reflected not only in students' notes, but in their final qualification works, laboratories, during the professional practice in real work environment. This is very important to primary transmitters of knowledge-teachers, science workers and clients. While creating a successful knowledge management system, first of all it is necessary to describe and register intellectual funds of a high school. Next step is the creation of methodology for knowledge receiving, collecting, transmitting and formation of a process. To continue solving problems of knowledge formation, transmitting, periodical and final evaluation process optimization, the spread of knowledge and innovative tasks among high school employees and transmission of it to new employees, students is indispensible. A constant control and monitoring mechanism makes it possible to make optimal decisions. The development of knowledge management system's steps is shown by socio-cultural ability to create new knowledge and new ideas for transmission and management technologies. But an effective functioning of a knowledge management system and development is impossible without an individual as a socio-cultural system element, and motivation development. The development of informational technologies sets the goals to formalize knowledge formation processes, to create knowledge management system, models. It is necessary to change traditional knowledge management organization into more modern form- projects. That will create the condition to make knowledge management projects in order to create a new understanding of management, which allows solving many problems, which cannot be explained by traditional management. A creation of successful knowledge management system in a high school will allow solving the problems quickly and effectively, making an effective presentation on the market of educational services. Having sound intellectual capital, integrating and creating new knowledge management models, a high school as any other organization must evaluate cultural, social and economic specific of the region.

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Žinių valdymo aukštojoje mokykloje paradigma

Santrauka

Vykstant esminiams gamybos ir informacinių technologijų pokyčiams, formuojasi nauja valdymo funkcija, kuriai keliamas uždavinys - rinkti intelektinį kapitalą, išaiškinti ir skleisti turimą informaciją ir patirtį, sukurti žinių sklaidos ir perdavimo prielaidas.

Siekiant tinkamai panaudoti sukauptą informaciją, paverstą žiniomis, o žinias – išmintimi, paremta geriausia praktika, informacinėmis technologijomis, būtina sukurti sėkmingą žinių valdymo sistemą.

Šiuolaikinė aukštoji mokykla, sparčiai konkuruodama aukštojo mokslo erdvėje, privalo efektyviai ir atsižvelgdama į paklausą kurti naujas žinias ir jas valdyti.

Straipsnio tikslas – išnagrinėti žinių valdymo teorinius pagrindus ir žinių valdymo sistemos kūrimo aukštosiose mokyklose prielaidas.

Tyrimo objektas – žinių valdymas aukštojoje mokykloje.

Tyrimo metodai: mokslinės literatūros analizė ir atskirų informacijos šaltinių lyginamoji analizė.

Straipsnyje pateikiami žinių ir žinių valdymo apibrėžimai, žinios nagrinėjamos kaip ištekliai ir valdymo objektas. Pateiktos skirtingos žinių klasifikacijos, kurių pagrindinis kriterijus - klausimai, paaiškinantys suvokimo lygį ir žinių panaudojimą.

Straipsnyje, be to, kad žinių valdymo sistemos atsiradimas būtinas, akcentuojamas žinių valdymas aukštojoje mokykloje. Kuriant žinių valdymo aukštojoje mokykloje sistemą, būtina atlikti tam tikras veiklas. Jos pateiktos straipsnyje.

Informacinių technologijų taikymas greitina informacijos paiešką, didina prieinamos informacijos apimtį, gerina informacijos pateikimą. Žinių valdymas daugiau siejamas su informacijos kokybe, informacijos formomis ir rūšimis, o norint teisingai ir išsamiai analizuoti informaciją, būtina žinoti jos esmę. Aukštosios mokyklos, turėdamos mokslinį potencialą, kuria ne tik žinių valdymo sistemas, bet ir žinių bazes. Straipsnyje aptarti veiksmai, kurie leis sukurti žinių bazes naujuoju lygmeniu.

Atlikta mokslinės literatūros analizė leidžia teigti, kad žinių valdymas yra vienas iš svarbiausių procesų aukštosios mokyklos vadybos sistemoje, kurioje jis turi būti nagrinėjamas kompleksiškai, siejant su motyvacijos skatinimu ir žinių perdavimo sąlygų sudarymu.

Atlikus mokslinės literatūros analizę, toliau pateikiamos išvados.

Aukštosios mokyklos vaidmuo yra toks, kad šiuolaikinėje informacinėje visuomenėje reikalinga naujai, inovatyviai pažvelgti į žinių valdymą ir žinių valdymo sistemos aukštojoje mokykloje sukūrimą. Žinių valdymas sujungia į vieną visumą skirtingas organizacijos dalis: procesus, žmones, technologijas. Būtent žinios yra tas pamatas, kuris yra konkurencinis organizacijos pranašumas. Žinios yra vertingos ne dėl jų teikiamos informacijos, o dėl veiksmų ar gebėjimų imtis veiksmo. Veiksmams nestandartinėje situacijoje reikalinga suvokti procesus ir reiškinius, jų tarpusavio ryšius. Todėl žinių vadybos bazinė funkcija yra žinių valdymas – procesų ir technologijų, skirtų išaiškinti, sukurti, skleisti, apdoroti, saugoti ir pateikti vartojimui žinias organizacijos viduje, visuma. Mokslinėje literatūroje žinių valdymo procesas pakankamai plačiai išnagrinėtas ir aprašytas manipuliavimo akivaizdžiomis, formalizuotomis žiniomis aspektu. Pagrindinis tokių žinių valdymo instrumentas - informacinės technologijos ir tinklai, pirmiausia internetas.

Apsikeitimo neakivaizdžiomis žiniomis procesams reikalingi socialiniai tinklai, kurie yra mažiau išnagrinėti. Tai lemia išsamesnių tyrimų ir modelių kūrimo poreikį.

Žinių valdymo sistemos atsiradimą sąlygojo tokios priežastys: globalizacija, konkurencija, informacinių technologijų vystymasis, išsilavinimo, mokslo ir gamybos augimas. Tik naudodama žinių valdymo sistemas šiuolaikinė organizacija gali siekti optimaliausio rezultato. Pažymėtina, kad žinių vadyba tampa ne tik žinių valdymo technologijų koncepcija, bet ir organizacijos filosofija, kadangi ji apima ir korporatyvinę kultūrą, skatinančią mokymąsi bei inovacinę veiklą. Todėl siekiant tinkamai panaudoti sukauptą informaciją, paverstą žiniomis, o žinias – išmintimi, paremta geriausia praktika, informacinėmis technologijomis, būtina sukurti sėkmingą žinių valdymo sistemą.

Žinių valdymas aukštojoje mokykloje apibrėžtinas kaip intelektinių aktyvų kūrimas ir valdymas. Tai yra vienas iš svarbiausių procesų aukštosios mokyklos vadybos sistemoje, kurioje jis turi būti nagrinėjamas kompleksiškai, siejant jį su motyvacijos skatinimu ir sąlygų žinių perdavimui sudarymu. Aukštosios mokyklos klientas – ne tik studentas, bet ir visuomenė, valstybė, finansuojanti iš biudžeto žinių įgijimo ir valdymo procesus. Aukštoji mokykla privalo atitikti jai keliamus aukštus reikalavimus, būti atpažįstama vartotojų, jų ir visuomenės pripažinta, patraukli investuotojams, šalies ir užsienio partneriams, būsimiems studentams, besirenkantiems aukštąją mokyklą.

Socialinės aplinkos, motyvuojančios aukštosios mokyklos darbuotojų ir studentų nuolatinį siekį plėtoti žinias ir efektyvinti naujų žinių įgijimo ir įtvirtinimo procesus, sukūrimas yra būtina aukštosios mokyklos patrauklumo sąlyga. Aukštoji mokykla turi perduoti žinias ne mechaniškai, o kompleksiškai, ne tik motyvuodama, bet ir sudarydama sąlygas tas žinias perduoti. Aukštosios mokyklos produkcija yra žinios. Svarbu, kad jos atsispindėtų ne tik studento konspektuose, bet ir būtų įtvirtintos baigiamuosiuose kvalifikavimo darbuose, laboratorijose, profesinėse praktikose esant realioms darbo sąlygoms. Tai vienodai aktualu ir pirminiams žinių nešėjams – dėstytojams, mokslo darbuotojams, ir klientams. Kuriant veiksmingą žinių valdymo sistemą, pirmiausia būtina apibrėžti ir fiksuoti aukštosios mokyklos intelektinius aktyvus. Toliau reikia kurti žinių gavimo, kaupimo, perdavimo, įtvirtinimo ir kontrolės procesų formavimo metodologiją. Dar toliau būtina spręsti žinių formavimo, perdavimo, periodinio ir baigiamojo jų vertinimo procesų optimizavimo, žinių sklaidos tarp aukštosios mokyklos darbuotojų bei perdavimo naujiems darbuotojams ir studentams inovacines problemas. Efektyvus nuolatinės kontrolės ir stebėsenos mechanizmų veikimas sąlygoja optimalius sprendimus. Žinių valdymo sistemos vystymąsi rodo sociokultūrinės sistemos gebėjimas išlaikyti žinių lygį ir kurti naujas žinias, tai pat naujas žinių perdavimo, įtvirtinimo ir valdymo technologijas. Tačiau efektyvus žinių valdymo sistemos funkcionavimas ir vystymasis neįmanomas be individo kaip sociosistemos elemento vystymosi motyvacijos.

Veiksmingos žinių valdymo sistemos sukūrimas aukštojoje mokykloje leis greitai ir efektyviai spręsti problemas, efektyviai pasirodyti ugdymo paslaugų rinkoje.

Raktažodžiai: *žinios, žinių valdymas, informacinės technologijos, aukštoji mokykla.*

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