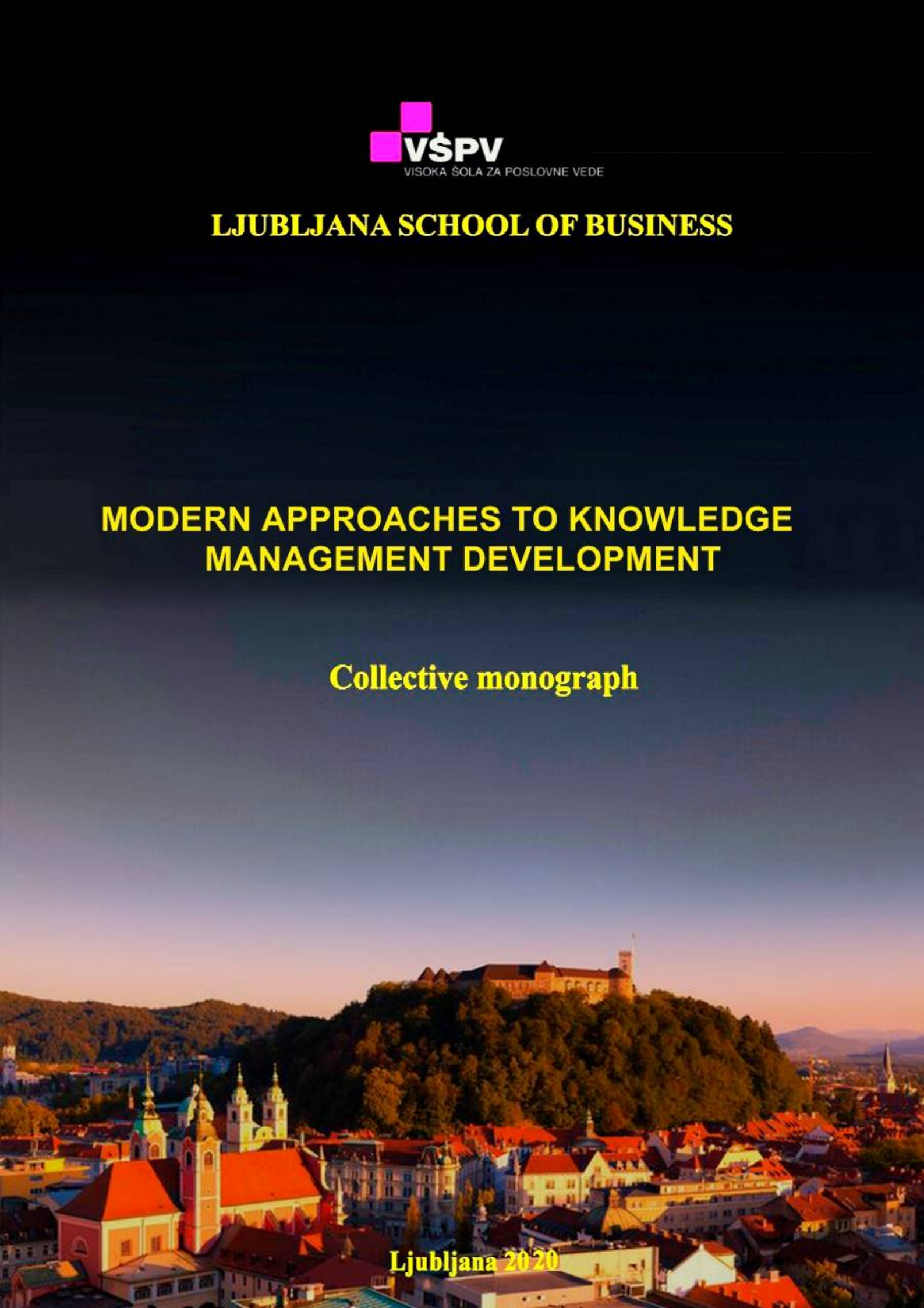


LJUBLJANA SCHOOL OF BUSINESS

MODERN APPROACHES TO KNOWLEDGE MANAGEMENT DEVELOPMENT

Collective monograph



Ljubljana 2020



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**MODERN APPROACHES TO KNOWLEDGE
MANAGEMENT DEVELOPMENT**

Collective monograph

Ljubljana, Slovenia
2020

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This collective monograph offers the description of sustainable development in the condition of European integration. The authors of individual chapters have chosen such point of view for the topic which they considered as the most important and specific for their field of study using the methods of logical and semantic analysis of concepts, the method of reflection, textual reconstruction and comparative analysis. The theoretical and applied problems of sustainable development in the condition of European integration are investigated in the context of economics, education, cultural, politics and law.

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PEDAGOGICAL FUNDAMENTALS OF THE RESEARCH OF KNOWLEDGE MANAGEMENT DEVELOPMENT IN HIGHER EDUCATION

***Abstract.** The research presents the fundamentals of the impact of the personality-centered vector on knowledge management development in higher education. In the course of theoretical generalization, the author's definition of the concept of "knowledge management" is formulated and its expositional orientation on meeting market needs of highly skilled personnel is emphasized. Knowledge management development at the personal level in terms of implicit, disjunctive, and conjunctive approaches are problematized. The effects of using advanced information technologies and teaching aids in the educational process of higher education, which deepen knowledge management development at the inter-sectoral level are emphasized. The importance of conducting an institutional audit of educational establishments is generalized, which allows identifying the level of compliance of the quality of knowledge management development with the requirements of current standards. The system-forming structure of the institutional audit of educational activity is presented, which represents the competitiveness of the functioning of the diagnosed study program according to the researched criteria. The necessity of a comprehensive analysis of the issue of knowledge management development to identify the level of their development to the demands of current social progress is summarized.*

Introduction.

In terms of global development, the pedagogical community has come to realize the need for practical modeling of innovative approaches focused on the development of the general cultural and intellectual potential of subjects of knowledge. In this regard, the problem of developing effective approaches to knowledge management development, aimed at the implementation of the main applied tasks of education. However, today, the issue of slow implementation of the above-mentioned approaches in the educational process of professional training remains problematic. At this time, on the political map of the world, countries are competing for the most qualified professionals, which actualizes the study outlined in this paper.

The content of the legal act «Europe 2020: A European strategy for smart, sustainable and inclusive growth» emphasizes the fact that the number of competitive professionals with higher education in the modern European labor market should be at least 40% of the total number of graduates who must freely manage their knowledge [1].

In order to ensure the proper innovative development of the pan-European landscape, the budget of the European Union provides for the investment of the research and implementation of information technology in the equivalent of 3% of the total GDP of the united countries.

Many scientists have studied the issue of knowledge management in the structure of professional training in higher education [2-4]. Given the diversity of scientific views on certain topics, three key areas of research have been clearly outlined, which are presented in terms of the following components: meaningful (why teach?), structural (in what sequence?), and technological (in what way?).

Without going into the details of the author's approaches to the content of educational technologies, which actualize the pedagogical problem of knowledge management of the subjects of cognition, two main groups of scientific approaches to justify a certain category were identified: a set of the most advanced approaches to learning and establishing highly effective communication.

Theoretical and methodological aspects of justification of the significance of knowledge management by a future specialist

From a theoretical point of view, the category of «knowledge management» is quite multifaceted, due to the complex nature of the integrity of its internal structure. The long way of comprehension by a person of the art of knowledge management crosses borders of the formation of: 1) the acquired knowledge, formed abilities and skills; 2) value orientations; 3) professional competence. In addition, the successful mastery of the art of knowledge management opens to the individual the door to a world of perfect professional culture, the top of which seeks to reach every subject of cognition.

We define the concept of «knowledge management» as the integration unity of personal qualities that provide a systematic dynamic exchange of information, through professional competence and experience.

As modern processes of globalization and informatization of society have updated the formulation of new requirements for professional training in higher education, the problem of knowledge management has acquired a new pedagogical meaning. Largely, this applies to the training of future professionals; the key to the success of their professional activities is the ability to use their own knowledge in typical and atypical situations.

In modern Ukraine, the problem of seeking modern specialists with the functional potential of an analyst, practitioner-organizer, and manager remains unsolved. Specialists of this level who consider the practical side of their own knowledge management the norm of everyday life can meet such social demands.

The argumentation of the above-quoted position is evidenced by the content of the term «highly qualified specialist», which states that he must «... have special training and possess the knowledge in a wide range of fields, including economics, business, social psychology, etc.» [2, p. 80]. This quote prompts the idea that the practical projection of professional manifestation of the individual's ability to manage his own knowledge is based on deep interdisciplinarity, which involves the knowledge components from different fields.

The art of managing one's knowledge for a future specialist is the key to further professional success. The effectiveness of this pattern is partially reflected in the personal understanding of the mechanisms of self-organization of society and its units, the effectiveness of cooperation of available labor resources, which are aimed at achieving the appropriate level of social performance.

Thus, a future specialist faces an extremely difficult professional task – to learn to professionally manage his knowledge in a harsh competitive environment of the market system of relations.

To implement the above-mentioned professional tasks, according to David Skyrme, future professionals must possess the ability to innovate, constructive thinking, rich imagination, and skills to create original projects and teach subordinates [5].

Following the ideological integrity of the positions of this Western scientist, it becomes clear that a sufficiently reasoned approach to the organization of knowledge management development is a creative philosophy of work, which would guide potential managers and their subordinates to approach tasks in a creative way, take justified risks, and perform entrepreneurship [4, p. 52]. Achieving such a result by the future specialist is possible due to the availability of a high level of education and intelligence, as well as the ability to operate in the rapidly changing modern conditions.

The lack of modern market-oriented education and personal experience in the knowledge management seriously hinders the development of the country's competitiveness on the world arena. The usual course of study in specialized higher educational establishments and short training in schools of marketing, management, and business are not able to solve these problems. First, special attention should be paid to the profound gradual educational training of young specialists in educational establishments of various forms of ownership. This approach, in turn, will allow improving the quality of education in the state in the shortest possible time without additional burden on the state budget.

In the projection of the national strategy for the knowledge management development, the task of training and additional training of available specialists and managers is actualized. Such actions are taken due to the consequent effectiveness of the impact on society made by the current economic realities of the transition type, which once again confirms the unwillingness of the available personnel to confidently «take charge» of this complex process.

Professional training of future specialists under modern conditions is conditioned by the need to clarify the qualitative characteristics of the specialist; the availability of a model of his training in the context of educational activities of the educational establishment provided that appropriate pedagogical conditions are created for the successful training of a specialist in this field. It is worth noting that the effectiveness of each task directly depends on the level of knowledge management development at the personal, as well as social levels in general.

An urgent requirement of modern society is the formation of a professionally competent person able to adapt to the changing modern conditions. Under the market conditions, the young generation is faced with increasingly progressive requirements for prompt management of their knowledge. In this context, the issue of creating optimal organizational and pedagogical conditions for the formation of a competitive specialist able to properly present his homeland in the international arena becomes especially relevant.

Under such extraordinary conditions of social and cultural life, the identifier of the level of the knowledge management development at the personal level is the indicator of competitiveness [2; 4; 5; 6]. Likening these two interrelated concepts, the researchers concluded that their versatility quite reasonably reveals the fullness of the three fundamental approaches:

1) implicit – targeted definition of the integrity of the hierarchical construct «personality – enterprise – state», where each link is interconditioned and interdependent (in particular, the

competitiveness of the state directly depends on the level of competitiveness of an enterprise and an individual and vice versa) [6];

2) disjunctive – focused on determining the set of features, peculiarities, and characteristics, which identification and analysis gives us a detailed description of the image of a competitive specialist [6-7];

3) conjunctive – aimed at reflecting competitiveness as «... an integral characteristic inherent in an active person able to effectively manage knowledge under specific conditions of professional activity» [7].

Analyzing the content of the above-mentioned approaches, we would like to emphasize that the conjunctive approach is certainly the most relevant to the issue of knowledge management. Especially valuable is the possibility of involving the provisions of the latter approach in the process of training a competitive specialist in the educational and professional space of higher education. However, the implementation of this task is quite complex and multifaceted, which involves the creation of special pedagogical conditions.

In terms of the studied problems, we refer to external sources actualizing the knowledge management development at the personal level as specially organized pedagogical conditions (first of all, the designed educational and professional space of a higher educational establishment), which promote the formation of such personal qualities influencing the formation of the students' competitiveness. Internal sources include the endogenous potential of an individual (biological organization of man, the activity in the process, the need for self-development and self-actualization, the level of physical health, etc.).

The analysis of foreign publications confirmed the ideological unity of modern approaches to the possibilities of knowledge management development at the personal level, which is actualized by the cumulative influence:

- means (technologies, forms, methods, techniques, etc.) of the pedagogical process organization;
- conditions (organizational, psychological, pedagogical, personal, activity, and others) of the pedagogical process implementation;
- factors (strategic, tactical, interaction factor, etc.) that contribute to or hinder the achievement of the outlined goals [7-9].

Thus, the orientation of the educational process on the deepening of skills and abilities of the subjects of cognition to manage their own knowledge in typical and atypical situations makes the formation of a highly qualified specialist of the relevant profile problematic. The level of competence of such a specialist, in particular, will confirm the personal focus on cooperation with specialists in related fields; readiness to work effectively within the specialty, according to the requirements of world standards; focus on the professional growth and life-long education for self-improvement.

Considering such extensive multilevel tasks of the educational process, in particular, aimed at the acquisition of knowledge management skills by the subject of cognition, the need to involve a competency-based approach to the implementation of the planned one. The prognostic model of the average graduate is represented by general cultural and professional competencies, which are the basis of the study program in this area and the appropriate level of training.

Competence approach is distinguished among others by its targeted effectiveness, which allows ensuring the guaranteed quality of training of future professionals, including the

development of skills and abilities of knowledge management. Such a wide semantic field of the essential content of the phenomenon of the «competence approach» significantly complicates its interdisciplinary dimensions and emphasizes the projectivity of the quality of learning outcomes for social progress. Taking into account such social and cultural significance of the competency approach for establishing the value of knowledge management development in the international educational space, draws the attention of the public to the formation of a single and integral treasury of global knowledge, distinguished by its cosmopolitan status.

Studying the level of orientation of the competence approach to the satisfaction of existing public demands for knowledge management development within the existing educational space, the significance of competencies related to the subject of life activity; human interaction with society; human activity in all its manifestations and forms. All of them are a certain internal, potential, psychological neoplasm, which semantic basis is knowledge. The art of knowledge management on a personal level is represented by a whole algorithm of actions, a system of values and relations reflected in human competencies.

In a post-industrial society, knowledge itself becomes the driving force of social progress, due to its subject and information centering. These positions point to the conflict between what modern society needs from the future specialist and what the available reproductive and industrial model of education prepares for him.

Nowadays, objective conditions of civilization development require educational establishments to reorient educational training to professional knowledge management development. Representatives of all industries without exception value the high level of professionalism reflected in the quality of knowledge management.

Perfect forms of human knowledge are the basis of global progress, especially in a market economy and fierce competition between people and ideas. The knowledge potential of human capital, multiplied in modern educational conditions, is now becoming a potential element of national wealth. However, many countries are not focused on the transition to the quality knowledge management, which creates a number of social contradictions and uneven socio and economic development of states. To overcome these consequential effects, it is necessary to move away from the outdated assertion that economic development depends only on the growth of quantitative indicators, which are not always identified with the requirements for the concept of «quality».

Thus, the transition of inferences will consequently lead to the understanding that the narrow specialization of practice-oriented education is one-sided and does not meet the existing requirements of social and economic growth. Overcoming such one-sided synchronicity should be directed at a clear educational focus on knowledge management development by attracting all the necessary resources to actualize individual and group growth.

The social requirements facing the future professional include the formulation of new approaches to knowledge management development to solve and mature pedagogical tasks. A special priority under such conditions is given to the so-called comprehensive development of personality, aimed, in particular, at the formation of creative thinking at all stages of life. The priority tasks of the current activity of a creative personality are the need for systematic updating of knowledge and knowledge management in different situations.

The operational efficiency of the future specialist's knowledge management partially testifies to the effectiveness of his future performance of diagnostic and expert functions in places

for which social responsibility is provided in case of mistakes and miscalculations. In this regard, the business customers of the modern labor market are most interested in the professionals able to strategic miscalculations and innovation freely implementing their knowledge management.

Focusing on the need to manage their knowledge, future professionals should not forget about the importance of:

- understanding the significance of their professional activity as an integrative process in which analysis and synthesis are supported by the perception of social needs;
- analytical skills to deeply and objectively assess the situation, based on quantitative and qualitative assessment parameters;
- the ability to realize the significance of current problems and the ability to model the situation based on their knowledge in the field of basic natural sciences and humanities;
- the ability to design resource potential, based on the current needs for further development;
- contextual understanding of the situation based on the current conditions in which the activity takes place;
- the readiness to replenish the «arsenal» of their knowledge throughout their working activity, thus adapting to changes in the technological sphere and to social requirements.

In the course of generalizations of theoretical substantiations of the importance of knowledge management by the future specialist, it becomes clear that we are dealing with a quite serious social and cultural task. The implementation of the latter at the interpersonal level is associated with the ability to communicate freely, the ability to show individuality, the willingness to accept innovation, a creative approach to any professional activity, the flexibility of thinking, and the ability to understand the interests and aspirations of the interlocutor properly.

Modern approaches to knowledge management development of future specialists are focused on the presentation of personality as a central figure, which involves creating optimal conditions for its further growth and opportunities to adapt to current life situations.

Practical aspects of knowledge management in higher education by means of audit tools

The vector direction of modern educational policy makes us think «whether the activity of Ukrainian higher educational establishments meets the market requirements of the XXI century?» The principles of democracy and humanism, transparency, and openness, which determine the development of the world community according to a certain logarithm of social and cultural existence, do not lose their popularity in the circulation of the international educational community. In this sense, the multifaceted concept of «the quality of knowledge management» is fundamental in understanding the effectiveness of the mechanism for managing the development of educational establishments.

The availability of certain contradictions between the current level of educational training and the needs of the market has actualized the revision and adjustment of the forms and methods of national control over the quality of educational activities. The smooth transition of sectoral state control from the diagnosis of the continuity of educational services to the systematic monitoring of the quality of knowledge management in higher education has raised many questions within the concerned pedagogical community. The unusual format of accreditation procedure, temporary suspension of licensing – these are the consequences of educational reform met by Ukrainian universities on the threshold of a difficult period of twenty years. Of course, the reform is a product of recent historical development, and therefore adaptation to new realities is the key to the further successful operation of the industry in space and time.

In response to the effectiveness of educational reform in highly developed countries and in the pro-Ukrainian territory, the need to create optimal conditions for more objective and transparent assessment of the quality of knowledge management and as a consequence – the quality of educational activities in general. Such a procedure in national circulation is called an institutional audit of educational establishments. The values of this process in the social and cultural aspects are partially reflected in the fundamental purpose of the activity, content, procedural completeness, and other aspects of the effectiveness of diagnostic activities.

Today, the relevance of the studied issues is beyond doubt, because the full understanding of practical principles of the mechanism of the institutional audit of educational establishments is partially hidden at the level of thematic and theoretical discourses. The latter allows us to rethink the problem at the interdisciplinary level, to avoid mistaken judgments and superficial generalizations based on the analysis of selective facts of current events.

Today's democratic challenges are forcing us to rethink the issue of partial compliance of the level of development of knowledge management of the available social state institutions with the requirements of the highly educated world community. The Eurocentric vector of modern state-building orients us to support such transformations that open the door to the future to achieve innovative and sustainable development of each region.

In these terms, the strategic orientation of the state sectoral policy is gradually modernized by branching out the evaluation scale of the quality of education, based on a number of effective principles of social and cultural reform (including transparency, openness, independence, and publicity). An important activity in this aspect is the assessment of the quality of knowledge management at the level of higher education, which involves expert commissions in the phased discussion of what is seen and analyzed within workshops and meetings. A certain range of powers is vested in the National Agency for Higher Education Quality Assurance and the State Education Quality Service of Ukraine, whose main activity is to conduct an institutional audit of educational establishments to identify their compliance (including the criterion of «quality of knowledge management»). To use the key term of the study correctly and reasonably, it should be detailed that the institutional audit of educational establishments is the verification of data on the compliance of educational activities directed at the implementation of study programs to the current industry legislation. Thus, the profile institutional audit is designed to identify the level of compliance with the quality of knowledge management development at the level of educational activities of higher education, which in the final performance actualizes the identification of its social and economic efficiency for society as a whole. The latter emphasis was made by us not by chance, given the expositional orientation of education to meet public and state needs with highly qualified personnel, aimed at continuous intellectual, professional, and cultural self-improvement.

In search of arguments that actualize the development of institutional audit of educational establishments at the national level, it is necessary to consider the consequent axiological principles of their operation, which will bring us closer to the understanding of its significance for the future knowledge management development at the higher education level (see Fig. 1).

Since one of the key tasks of the structures specializing in the institutional audit of educational establishments is to check the quality of the level of the knowledge management development and educational activities in general, it is worth focusing on the analysis of key categories of the research.

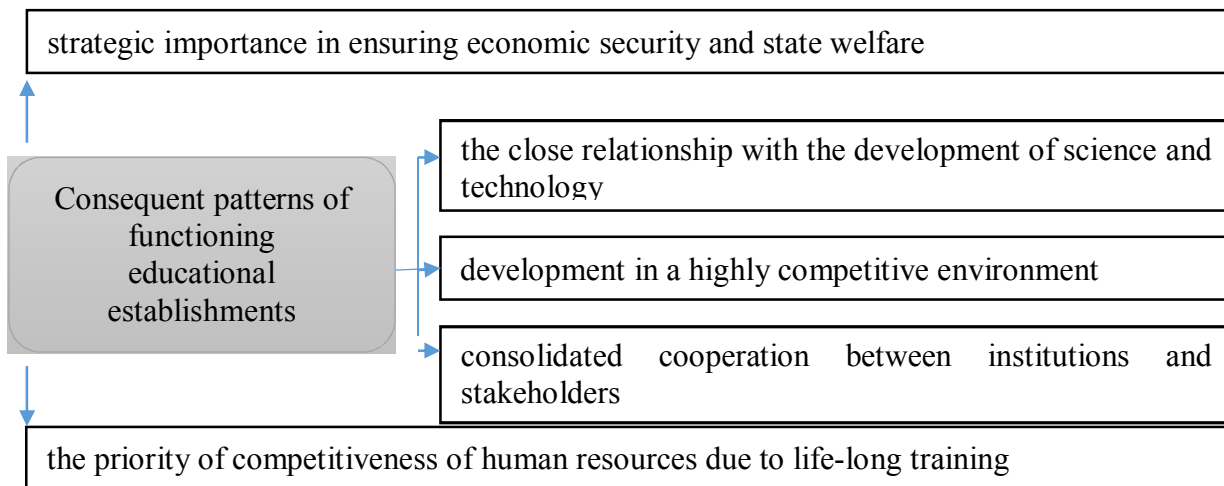


Figure 1. Consequent principles of functioning of higher school in term of perspective knowledge management development

In modern science, the concept of «quality» has a wide range of phenomenological justification, represented by the relevant visual material (see table 1).

To structure the essential substantiations given in the table, we see it expedient to unite their group on a priority phenomenological basis, which correlates the concept of «quality of knowledge management» development with current norms and standards, certain parameters of educational performance, and opportunities to meet current demands (Table 1).

Table 1. Substantiation of the essence of the categories of «quality» and «quality of educational activities» in the scientific research of the XXI centuries [10-18]

<i>Generalized substantiation of categories:</i>	<i>Author</i>
«QUALITY»	
✓ the degree of compliance with current needs, requests and requirements	Abdullah F.
✓ total quality indicator of conditions and functioning process (level of HR, material and technical equipment, etc.)	Akhlaghi E., Amini S., Akhlaghi H.
✓ a set of valuable consumer qualities that form the basis of certification and standardization	Madani R.
«QUALITY OF KNOWLEDGE MANAGEMENT DEVELOPMENT»	
✓ an indicator of compliance of the achieved goals of education with the current standards and norms	Strielkowski W., Kiseleva L., Popova E.
✓ an indicator of social effects of education in terms of current requirements and public expectations	Moosavi A., Mohseni M., Ziaiiifar H., Azami-Aghdash S., Gharasi M., Rezapour A.
✓ the potential of achieved educational goals	Faganel A.
✓ the degree of compliance of the goals and results of the educational process with the general parameters of educational performance evaluation	Prentice G., Brady J., McLaughlin C.

As part of the practical implementation of institutional audit, aimed at identifying the quality of knowledge management and the quality of educational activities in general, identified the appropriate system-forming three-stage structure – the audited entity, the content of audit procedures, quality indicators, the internal audit (self-assessment), the external independent evaluation (see Fig. 2).

Among the listed system-forming components, special attention is paid to indicators of the quality of the educational activity. The list includes, in particular, the level of compliance of the educational program with the norms of current standards and the requirements of stakeholders; the efficiency of the management system; the resource provision (in particular, personnel, information, logistical, scientific and methodological); the correlation of the available indicators to the needs of social institutions (Fig. 2).

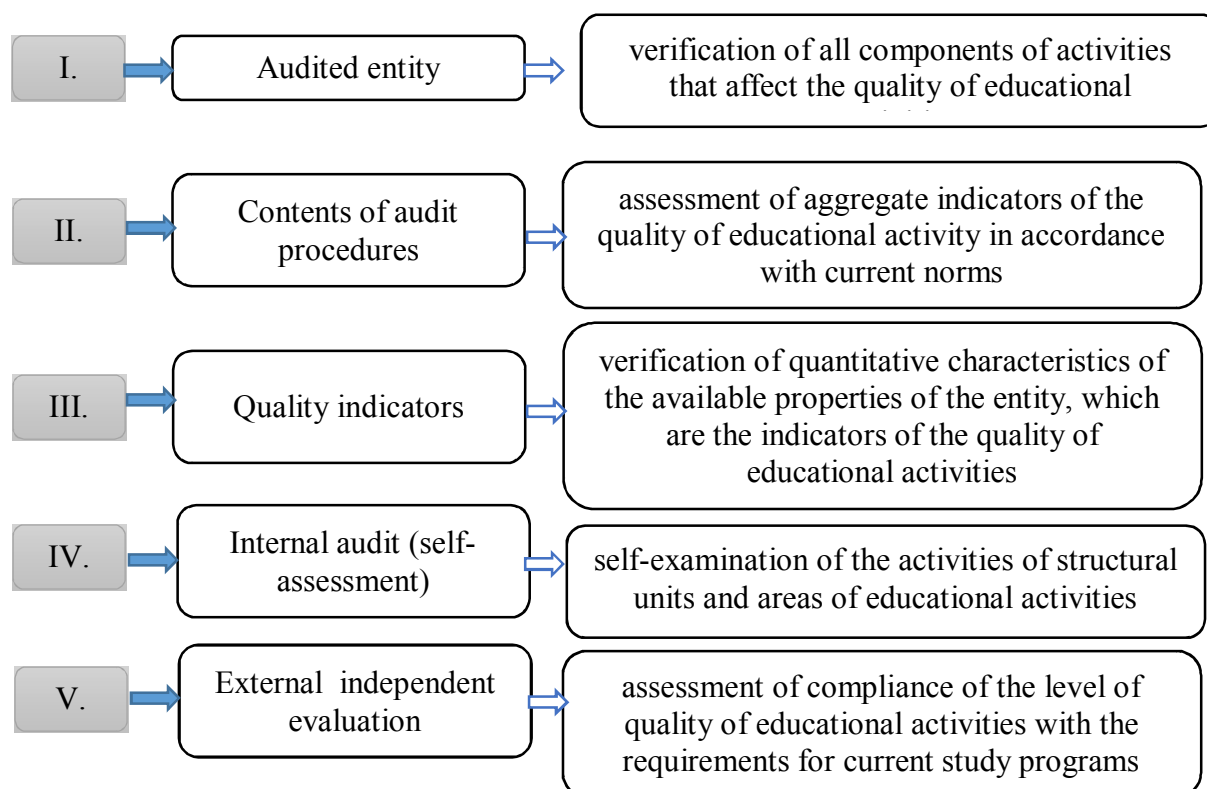


Fig. 2. System-forming structure of institutional audit of educational activity

When conducting an internal audit (self-assessment), the teaching staff is charged with conducting an internal examination of the current achievements in the quality of knowledge management development (Fig. 2). At this stage, the positions of subjects of cognition, who to some extent participate in the internal audit as experts, should be taken into account.

From a practical point of view, external independent evaluation aims to provide a fair assessment of the quality of services provided within a specific study program (Fig. 2). To optimize this process, appropriate conditions are created for conducting an independent institutional audit, the necessary tools (forms, methods, means) are involved, which in total enable the achievement of the set diagnostic goals.

The highly ideological conduct of the institutional audit of educational establishments is hidden in a kind of transmission of values between the participants in this diagnostic process. A closed “chain” of five fundamental concepts triggers the “mechanism” of transmission.

The concepts are representatives of social institutions, relevant government agencies, the education system, stakeholders, and subjects of cognition.

Representatives of social institutions at the indicative level represent monitoring sections of the level of transparency and success of the diagnosed study program. Due to the identification of the expected values from the implementation of the study program among the representatives of social institutions, in future it is possible to make the desired come true.

In the institutional audit, the role of specialized government agencies with experience in management in the industry is not secondary. In audit conditions, government agencies perform a representative function, i.e. represent the interests of the state, monitoring compliance with applicable regulations (including the level of knowledge management development). Their conclusions, based on the results of the audit are presented in the relevant decisions, which are subject to unimpeded implementation.

The institutional audit is carried out with the participation of representatives of the education system, who are high-level industry professionals systematically undergoing corporate training within the current training program.

Quite an important function in assessing the quality of educational activities is performed by expert commissions, which focus on the formulation of reasoned conclusions after the audit and the form of substantiated conclusions. The effectiveness of the audit procedure is reflected in the quantitative parameters corresponding to the four-level rating scale (A, B, E, and F).

To bring the study program closer to the needs of the market, the position of stakeholders who are interested in high-quality training, raising the level of inter-corporate culture in bilateral cooperation “an educational establishment – enterprise, institution, organization” is very important. This format of cooperation sets the appropriate pace of knowledge management development in higher education in the country.

The above-provided ideology shows that a kind of cyclical transmission of values in the institutional audit is provided through the multilateral cooperation of all participants in this diagnostic process. In the course of such cooperation, a list of values that are a priority for various parties to this intra-industrial cooperation is identified. Together, these guidelines form an outline of the quality of educational activities, which must meet the requirements of the parties involved in achieving the strategic goals of knowledge management.

However, the concept of «quality of knowledge management development» is variable, and therefore, today, the objectivity of testing the available list of criteria is a very important task on the way to achieving the desired performance.

Conclusions.

Based on the theoretical analysis, we can conclude that the study of knowledge management development in higher education is quite complex and multifaceted. With this in mind, we have analyzed the theoretical and practical facet of the problem. In the course of theoretical generalizations, we concluded that the knowledge management development at the personal level is the integrative unity of personal skills that provide systematic dynamic information exchange through professional competence and experience. A separate aspect highlights the close relationship between knowledge management development at a personal level with the competitiveness of the specialist. The argumentation of the latter thesis was confirmed by the fundamentality of three scientific approaches – implicit, disjunctive, and conjunctive. In pedagogical terms, it is emphasized that the development of personal skills to manage their knowledge is actualized by the combined

influence of resources (technologies, forms, methods, techniques, etc.) of the organization of the pedagogical process; conditions (organizational, psychological, pedagogical, personal, activity, and others) of implementation of the pedagogical process; factors (strategic, tactical, interaction factor, etc.) that contribute to the implementation of the outlined goals.

The results of the definitive analysis of the categories «quality» and «quality of knowledge management development» in domestic and foreign research are presented.

Summarizing practical aspects of the research, the author emphasizes that the tool for diagnosing the existing indicator of the quality of knowledge management in higher education is an institutional audit. Emphasis is placed on the transmission of values, as an effective pattern of circulation of the modern institutional audit of higher education in order to deepen the level of knowledge management development at the modern stage of social progress.

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