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PRACTICES OF IMPLEMENTATION OF KNOWLEDGE MANAGEMENT TECHNOLOGY IN EDUCATIONAL ORGANIZATIONS

У статті презентовані практики упровадження технології управління знаннями в організаціях, зокрема освітніх. Підкреслено, що для реалізації в освітній організації технології управління знаннями необхідно, розробити стратегію управління знаннями, продіагностувати стан готовності педагогічних працівників до упровадження цієї технології, розробити систему відповідних заходів.

***Ключові слова:** освітній заклад, знання, технологія управління знаннями, конкурентоспроможність, практики управління знаннями.*

Introduction. Nowadays, any establishment of education in order to defend its positions in the market of educational services must quickly adapt to changes taking place in society. However, one of the problems in the management of an establishment of education, which undoubtedly impedes its effective work, is ignoring the importance of implementing knowledge management.

The introduction of knowledge management in the management of an establishment of education at the present stage of the transition of society to a new stage of its development – the transition to K-society (knowledge society), becomes one of the innovative strategies to improve the quality of training the younger generation. Consequently, the ultimate result of the implementation of knowledge management in the process of managing an establishment of education is its advantages among other establishments of education of such a level in the whole market of educational services.

Various aspects of the implementation of knowledge management in the organization are presented in the writings of well-known managers and scholars of the present: I. Becerra-Fernandez & R. Sabherwal, K. Dalkir, D. Hislop, R. Bosua & R. Helms, K. Giannetto & A. Wheeler, S. P. Webb, K. North & G. Kumta, A. Tuzovsky, S. Chirikov, & V. Yampolsky, T. Kulopulos & K. Frappaolo (and others).

However, out of scientists' attention remains the issue of the introduction of knowledge management in the management process of a modern establishment of education and its structural units, given the transformational processes in society. The success of an establishment of education, its competitiveness in the educational services market depends on the introduction of innovative strategies and management technologies, one of which is knowledge management.

The purpose is to studying the practice of implementing knowledge management technology in organizations, including educational ones.

Presentation of key material. Knowledge and their role in the development of an organization should be considered from the standpoint of changes that are characteristic of modern society. Such changes are directly related to the specifics of K (knowledge)-society (a knowledge-based society), including the specifics of a new K-economy, or an innovative economy [1; 2].

The analysis of various sources of information suggests that the introduction of knowledge management technology in the organization is due to the need to solve topical problems. Indeed, recalling the work of I. Adizes "Managing Corporate Lifecycles" [3], we can say that changes taking place in the external or internal medium of the organization lead to the need to solve problems and, consequently, to make appropriate decisions. One of such solutions may be the introduction of knowledge management technology.

So, in his article Peter H. Gray [4], exploring the possibilities of combining different practices in knowledge management, emphasizes the fact that an organization that implements knowledge management

acquires economic value only when it solves a particular problem. To keep the organization competitive in an actual environment that is constantly and rapidly changing, its employees must understand the value of knowledge and constantly develop themselves. The author observes that the knowledge management organization for solving problems, which is the main tool for combining knowledge and action, can often be limited. But, remembering the value of knowledge, managers do their utmost to find solutions to overcome new problems, not without using the knowledge that helped to solve existing problems.

Recall that nowadays knowledge management is treated as management technology, which includes a set of formalized methods that cover the search and extraction of knowledge, their structuring and systematization in order to provide convenient storage and retrieval, analysis of knowledge for the detection of analogies and dependencies; updating and distributing existing knowledge and generating new one [5].

Practices of implementation of knowledge management are widely presented not only on pages of books and related manuals, but also in articles of such magazines, as “Knowledge Management Research & Practice” (<https://www.tandfonline.com/loi/tkmr20>), “Journal of Knowledge Management” (<https://www.emeraldinsight.com/journal/jkm>), “Open Journal of Knowledge Management” (<http://www.community-of-knowledge.de/en/open-journal-of-knowledge-management>), etc.

However, the issue of implementation of knowledge management into the activities of a modern establishment of education will remain relevant. There are many reasons, including outdated technologies and management methods, lack of understanding by the leaders of the benefits of implementation of knowledge management for the effective activities on the educational services market, etc. Unfortunately, at present, the issue of the introduction of this technology is more widely presented in theory, rather than in the practice of establishments of education. However, some foreign authors such as Masa'deh R.E, Shannak R., Maqableh M. & Tarhini A. [6] already present some of the results of the influence of knowledge management on the results of work at a higher school (on the example of the University of Jordan).

For the implementation of knowledge management in the establishment of education it is necessary, first of all, to develop a strategy for knowledge management, to diagnose the state of readiness of pedagogical workers to implement this technology, to develop a system of appropriate measures. Let's dwell briefly on each of the steps mentioned above.

Such strategies of knowledge management are singled out [5]: 1) *strategy of knowledge management as a business strategy* involves the formation and use of the “best” knowledge; 2) *the strategy of management of intellectual capital* implies that all general organizational knowledge and system of their management are aimed exclusively at the creation, maintenance and development of intellectual property; 3) *the strategy of the formation of knowledge* involves deepening of the accumulated and generating of fundamentally new knowledge that contributes to increasing the competitiveness of the organization; 4) *the strategy of exchange of knowledge* focuses on the systematic exchange of knowledge – the receiving, structuring, storage, their use for the purpose of a clear and timely distribution between individual employees or their groups.

We believe that the third strategy is acceptable for establishments of higher education, and the first one is acceptable for establishments of secondary education, the combination of the first and the second strategies is acceptable for establishments of out-of-school education.

Note that managers of establishments of education should remember that at the strategic level it is important to integrate the overall strategy of the development of organization and the strategy of knowledge management. At the strategic level, the process of knowledge management [5] is presented as a sequence of three main stages: 1) assessment of intellectual capital; 2) the creation and maintenance of knowledge associated with the formation of intellectual capital; 3) liquidation of knowledge.

Let's use the practical advices of Giannetto K. & Wheeler A. [7] at the tactical level of implementation of knowledge management: 1) identifying knowledge in the organization; 2) defining the knowledge that is key to the successful activity of the organization; 3) forming an understanding of the knowledge and experience of employees; 4) systematization of knowledge; 5) informing employees about the knowledge that the organization has; 6) creating conditions for all employees to share knowledge, achievements and techniques.

Depending on the chosen knowledge management strategy in the establishment of education, an appropriate system of activities is being developed. We recall that among the stages of the LCK (life cycle of knowledge), the process of creating knowledge is the most complex and requires the management of the

establishment of education to ensure favorable conditions. According to A.F.Tuzovsky, S.V.Chirikova, V.Z.Yampolsky [8], the model of the process of creating new knowledge includes the following phases: 1) the spread of implicit knowledge; 2) creation of the concept; 3) verification of the concept; 4) building an archetype; 5) transfer of knowledge to a new level.

In the perspective of our study, the first phase – the spread of implicit knowledge - is relevant. With this aim, organizations need to create communities based on interests and advisory centers.

Communities include [8] the Communities of Practice (CoPs), also known as Knowledge Communities, Knowledge Networks, Learning Communities, community based on interests and thematic groups.

Such communities are different from those created by the management of groups or teams to work on a specific project. According to researchers, CoPs can perform the same work, collaborate on a common problem in the process of solving a problem or work on a particular product (for example, a textbook, methodological materials, etc.).

The head of the establishment of education is important to remember that the creation of such communities “by decree” will not bring the expected benefits for the organization. In most cases, such communities work formally, without the benefit of either.

Let’s note that some knowledge management implementation initiatives may be fiasco, because they are based on the notion that professionals will share knowledge without having to worry about what they receive and lose.

For the fruitful work of such communities, management is required to create a supportive informational-and-educational environment, all kinds of support for employees, and various types of encouragement. The main task, i.e. the initiative should go from the employees themselves. Taking into account the specific features of the teaching staff of the establishment of education, the leader must be patient with the initiative of the teaching staff. To motivate employees, one can use a variety of methods of working with implicit knowledge, such as: various modifications of brainstorming, the method of direct communication, the method of transition of the problem into a task, etc.

D. Gray, S. Brown & J. Macanuso [9] offer in their book several types of games: basic, revealing, research, closing. According to the authors, the game has three parts: the discovery (arrangement of the scene, the development of themes, ideas, information), research (study, research and experiments), closure (conclusion, decision and action).

At present, most establishments of education create scientific-and-advisory centers. Thus, on the basis of the Institute of Pedagogical Education, Social Work and Arts of Bohdan Khmelnytsky National University at Cherkasy, a scientific-and-advisory center “Education and Development without Restrictions” was created. One of the tasks of the center is to organize and implement a system of events for the exchange, mastering and dissemination of knowledge. Also, the creation of an “asset” of knowledge for the further preservation, distribution and application of knowledge has started to improve the organization of the educational process in the classical university.

Conclusion. The results of the work allow to state that introduction in the modern establishment of education of the technology of knowledge management allows: to identify important knowledge, to determine the ways of sharing their knowledge with others, to ensure that this knowledge remains in the establishment of education, to ensure its activities of groups (centers, in particular, advisory center), in which there is an exchange of experience, the ways in which teachers work with existing knowledge are realized. All this creates an opportunity for establishing cooperation in the middle of the establishment (in particular, between its various divisions), as well as partners and other stakeholders. Further tracking of new knowledge for free distribution is conducted.

The presented article highlights the results of the study within the scientific theme “Knowledge Management as an Innovative Strategy of Management and Forecasting of the Development of Education in the Classical University” (state registration number 0116U003841) of the research work of Higher School Pedagogy and Educational Management Department of Bohdan Khmelnytsky National University at Cherkas.

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ZHURBA I. Practices of implementation of knowledge management in educational organizations

Introduction. Changes in modern society put forward new requirements for the activity of establishments of education of different levels. In order to defend their own positions in the market of educational services, establishments of education develop and implement new strategies and management technologies. Among such technologies knowledge management is worth attention. However, as the results of the analysis of various sources of information show, only a few establishments, in particular, universities, try to introduce knowledge management technology into their activities.

Purpose of the article is studying the practice of implementation of knowledge management technology in organizations, including educational ones.

Methods. The theoretical methods of research were used in the course of the research: analysis of various sources of information, in particular articles in foreign and domestic periodical editions on the problem of knowledge management, systematization of theoretical data, generalization, which made it possible to determine the specific features, difficulties and ways of implementation of knowledge management technology in educational organizations.

Results. The introduction of knowledge management technology requires an objective assessment of the establishment at the current stage of development of society and the domestic system of education (trends in the development of a modern establishment of education, changes in its management, in particular, the development of innovative development strategies, etc.), the identification of the influence of those socio-cultural and social-and-economic factors, the study of the role of knowledge in the effectiveness of the establishment of education, etc.

Originality. The scientific novelty of the obtained research results is that the practice of implementing knowledge management in organizations, in particular in educational ones is characterized.

Conclusion. It is proved that the implementation of knowledge management technology requires the development of a system of measures for the creation, storage and dissemination of knowledge. In particular, the need to create communities based on interests and advisory centers on the basis of an establishment of education or partner establishment, as well as to use a variety of technologies was studied in the paper. The prospects of further scientific research are seen in the use of IT technologies in the practice of knowledge management in a modern establishment of education.

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