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Research Paper

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Knowledge management–competitive prerogative in Higher Education

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ABSTRACT

Tis study assesses the Competitive dimensions for creating new challenges and opportunities in Higher Education. The article seeks to demonstrate what knowledge, what is knowledge management and which are its main implications in university, a knowledge–based in sciences. Introduction of an academic model in sciences, general accepted is method of quantification and managing knowledge management resources. On methodological side, main peculiarity is adoption of an interdisciplinary approach. Also knowledge management can assure a reality at a high level of generality and in formulating of a clear and rigorous methodology for Higher Education. This key emphasises on intangible assets and knowledge management and defies many precise measurements; it can only be seen in action and performance. Today knowledge management of academic environment is strategic key resource in Higher Education.

KEYWORDS: Competitive Advantage; new challenges; performance

Introduction

Apart from data, information includes aggregate data or, in other words, semi–structured data, that serve as a basses for making decisions. Knowledge convey processed information which can have a long existence (Blackman et al., 2008), can transmit ideas and occur in a certain context, which determines their actual use (Sutz, 2005). Knowledge signify information packs produced as a result of individual experiences (Blackman *et al.,* 2008) and perhaps, for this very reason, knowledge is most wanted product in an academic community in which the exchange of data and information occurs with a dizzying speed. A collection of data is not information, knowledge, understanding (Godin et al., 2000) and a collection of understanding of facts is not truth. Knowledge is classified into several distinct types. So, knowledge can be tacit or explicit; factual or inferent. The model of link between data, information and other relationships signify signifies generic formative cycle of knowledge, but not knowledge itself, which appears only in a favourable context, where certain subjects acquire a new experience through knowledge (Mohrman et al., 2008). An aphorism valid for many peoples says that "to know is to be able to". According to this expressive definition of the link between information and action, we can say that for naming knowledge a certain amount of information, it is necessary that this knowledge includes following features:

- to transmit an informative content (idea/context of its use);
- to be updated (new knowledge must necessarily be „living knowledge", keeping their relative usefulness for a longer period of time);
- to signify a neutral content (metadata usually is in language in which we can best transmit features of new knowledge);
- to be able to be replicated by repeating data to use this knowledge to others.

Never before in history of mankind has knowledge not played such a decisive role with such intensity in economy and society development as in our days (Powers et al., 2005).

Specific to the beginning of XXI century is transition of information society to an academic community of knowledge (Cai and NianQi, 2011). The notable development of science and technology, in part due to digital transmission technologies and data processing, forced a rethink our structures of institution. Current opening of our university is oriented in "mastering of knowledge" which implies transformation of paradigm of higher education.

Methods

Attitudes/perceptions toward involving private/public employers in activities, or in processes of defining skills and of university studies programs. The analysis of adaptation offers of higher education to labour market needs from perspective of all actors participating in study. Discovering ways for building a connection: university–students–employers. Exploring the skills, knowledge expected by employers from students/graduates (figure 1).

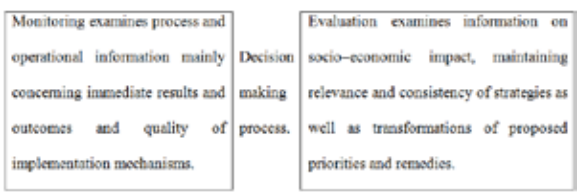


Figure 1. Schematic methodology for the Higher Education

Assessing the extent with which these skills, knowledge are held by graduates/satisfaction with fresh graduates employed so far. Proposed approach underlines need for connections between monitoring and evaluation, on one side and, on other side, between these two interrelated exercises and decisions making. Preliminary knowledge integration and exploitation can also contribute to development of new organizational knowledge through accumulation of experience. That because from preliminary knowledge these emerges knowledge management activities in sciences. Looking for classical assay version between generality, compactness, interpretability, understands ability and sensitiveness to context, exactness, precision, and adequacy from Higher Education knowledge management.

Also knowledge management can assure a reality at a high level of generality and in formulating of a clear and rigorous methodology for Higher Education. To ensure the quality of information/analysis, monitoring/evaluation should be planned in advance so that relevant evaluation results to be available at right time to support operational needs, strategic decision–making and reporting. Analysis of attitudes and expectations towards development of an inter–universitary virtual library that contains specialized materials, periodically updates (Teichler, 2004; Butnariu and Milosan 2012).

This new concept that we promote is realized because through university:

- current research produces knowledge;
- knowledge is transmitted through education and training;
- knowledge disseminates planetary through new information/communication technologies,
- knowledge is applied in technological innovation.

Then, we must realize that "academic community of knowledge" or information (knowledge society) is a post–industrial form of social organization based on content management.

Findings and Discussion

In the context of current recoding work on behalf of alleged necessity and urgency of overcoming crisis and regain a new competitiveness, neoliberal ideology and practice require flexibility, efficiency, but also constraints of whose medium and long term effect translates into refined forms of exploitation and weakening of social relations. Informational revolution we are experiencing today, unlimited access to information and unimaginable only two decades ago, easily creates

confusion between knowing and informing. All that we want to know is at hand, we find out instantly what is happening at other end of world, as when we launch research, we find online databases accessible at a click away. But all this superabundant information is offered to us already digested and in instant; unlike informing that wants to be fast and fleeting, knowledge has today a major flaw: it takes time, but also a major virtue: it lasts. Knowledge involves delays, detours, hesitations and especially imply a different kind of curiosity than human curiosity who avidly wants more and more information. Information is direct, short and perishable; if their moments pass no longer serves to anything. Information does not capitalize, it does not get old noble and it is an ephemeris: atrophy or dies young. Knowledge is falling in time; it works with medium and long time periods, and fit those who practice it, to other existential rhythms than immediacy.

We don't have the same relation with information and knowledge: Today information comes to us solid and comfortable through all channels, but toward knowledge, we must do effort of moving. Information make us mentally lazy and obese, knowledge is athletics of spirit. Knowing, however, requires some preparation, some disposal and some effort, it is not given in one's whimsical and compels us to leave our mentally comfort and sometimes physical one. If we are honest and perseverant with it, it frees us from dependence and makes us suspicious of attempts of manipulation.

Implication

Endless reform that affects knowledge management questions look of university and academic community in which it operates. After decades during which the university mission was to form new man of future multilaterally developed society, according to an ideology in which politics dictated what science is, it established truth and its owners, we entered abruptly to an academic community in which new man was replaced with contractor, successful man with multilateral skills, competencies and abilities (Leydesdorff, 2011).

This "useful" knowledge has two distinct forms: propositional knowledge–that describes various natural phenomena, including scientific and epistemological approach/prescriptive knowledge, which suggest how this knowledge can be applied, meaning full instructions on necessary activities. The purpose of a society based on knowledge is to build an interactive link (feedback) between these types of knowledge (Butnariu and Milosan 2012).

University, massified and adjusted to market economy (Biesta, 2007), was put into service of experts, specialists and flexible personalities creation, and engaged itself to form every year thousands and thousands of experts in various fields and forms of know (table 1).

Table 1. Forms of knowledge

Forms of organizational knowledge	Organization levels of organizational behavior		
	Individ	Group	Organization
Articulated knowledge (explicit)	Professional qualifications	Projects	organizational structure
	Permanent memory	Cooperation rules	Rules/working procedures
			Collections of information/ knowledge
Implicit knowledge (tacit)	Personal experiences	Common representations	Values of the organizational culture
	Size of the informal organization functioning	cognitive maps	Group spirit

University transformed in image of the imperatives of efficiency and performance that serves: We, as teachers, are expected to be good managers, to manage projects, to gain funding, to attract as many students as possible, to establish cooperation with business, with international institutions, in a word and to adapt to market requirements. Since academic quality is decided after attracted funds, teacher becomes a service provider and student becomes a client. Our relation can transform (risk) into an affair with implications for strictly about money.

Conclusion

Finally we can say that data do not speak for themselves, they speak only when placed in an understandable context. What data predict is related to activity that influences them.

So, building a prediction signify–building a virtual reality–, in other words "make a leap into a possible future." Climate and attitude play a role in student satisfaction; these parameters indicate that students with high scores on attitude proved to be convinced to remain in college after graduation. Educational research is basis of the study and a systematic investigation on issues related to quality management in higher education in relation to labour market needs and knowledge based society. This type of research is used to describe present status and future options of target group. The numerical values obtained from research serve description of subjects and of their behavior.

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