

# Diagnosis of the Potential for Successful Implementation of a Knowledge Management System in a University Unit member

Dragan Gruevski<sup>1</sup>, Bozhidar Milenkovski<sup>1</sup>, Mirjana Cvetkovska<sup>2</sup>

<sup>1</sup>University of Bitola "St. Kliment Ohridski", Faculty of Information and Communication Technologies, Bitola, Republic of Macedonia

<sup>2</sup>Foundation for Small and Medium – sized Enterprises Development, Bitola, Republic of Macedonia

**Abstract** – This paper presents an overview of the recorded state in terms of the capacity for introducing of an informatics system for knowledge management of an academic institution – the Faculty of Administration and Information Systems Management (FAISM), unit of the University of Bitola "St. Kliment Ohridski".

It examines: the attitudes on knowledge and learning, the personal detectors on logistics - support to the system and the attitudes toward the working group - the organization, of all 40 employees, as well as the achievement motive of 112 active students at FAISM.

The results indicated that the FAISM' readiness for change in direction of increased sharing and use of the knowledge possessed is moderate, with limited awareness among the staff that the clear professional requirements, rules and standards previously set, are prerequisites for successful implementation and application of this system.

**Keywords** – Higher education institutions, Knowledge management, Organizational learning.

## 1. Introduction

The internal integration of the organized system's elements is rightly emphasized as a principle of good practice in the contemporary organizational life. The open, transparent, flexible and reliable environment, gives a special quality of interpersonal relations, which imposes itself as a basic paradigm of successful development. It is necessary for the organizations to change actively in order to adapt externally towards the dynamic changes of the environment. Of course, this stands also for the university education institutions, which in the era of knowledge economy, testify to the important implications of the changes that they intensely experience.

The reality of today speaks of the necessary redefinition of goals, restructuring of the internal systems and processes of functioning and getting closer to the needs of the economy. In addition, it must be emphasized the inappropriate and often unclearly defined pressure made over the higher education institutions, which leads towards the possibility to reduce them to ordinary centers,

training camps, training fields, focused on tight vocational training according to the current needs of the economy. Of course, such pressure is inevitable to further mobilize an adequate interdisciplinary engagement - inside the system units, aimed at conquering an appropriate space in the area of the new knowledge industry.

The basic problem of the educational system today - at all levels, particularly in the higher education, is the fact that it ceases to be the only and most accessible source of information and new knowledge. It seems that it slowly becomes easily replaced with the excellent media of the modern technology. Hence, it is necessary for its role to undergo corrections in direction of setting up the model of a modern university placed, accepted and understood as the largest pillar of the knowledge industry in each country. Thus, a change is necessary in the posture and structure, but also in the process elements and the elements of the work, primarily of the production technology. The learning process needs to be upgraded and replaced with the actual study processes which involve conquering the final zenith in every scientific field, which is seen only as a basis for initiating and creating of new knowledge.<sup>1</sup>

It is known that the contemporary concepts in management, primarily the organizational learning, appeared in response to the problem of obsolescence of the faculty knowledge that the students received and that are inputting as employees in organizations. Namely, in many cases this knowledge proved to be relatively unnecessary and obsolete, especially in emerging and fast growing companies that actually generate these changes. Therefore, it rightly raises the question of the interaction between the companies and the university which should recognize

---

<sup>1</sup>The current universal education systems are unable to meet the challenges of the 21<sup>st</sup> century. Created in the 19<sup>th</sup> century and developed for the needs of the industrial society of the 20<sup>th</sup> century, these systems must be placed in a new context that will correspond to the needs of the 21<sup>st</sup> century. The shift towards a knowledge economy requires a thorough review of the current goals, role, funding, organization and methods of education.

one another as cooperating partners. Thus, there is certainly a need to increase “the value and investment” which is offered by the universities, and primarily, by improving the methods and principles of operation and integrally, by the introduced overall system of knowledge management as a sufficient guarantee for building of additional value.

The contemporary ICT provides integration of the total sum of knowledge and its easy accessibility and ability of use. The managerial approach which is aware of the value of this intellectual capital provides and creates new organizational environment where the production, distribution and use of knowledge is ultimate priority and advantage over the competition.

Often is posed the question of the quantum of relevant knowledge which is available in universities and in the organizational practice - among the employees and the management. More often is emphasized a truth that *the knowledge becomes obsolete very quickly and that its “semi collapse” is related to a period of few, or up to 5 years.*[6]. By itself, this fact acts as a threat, because it means that, after those years 50% of the knowledge in the world is already exceeded and outdated. Thus, the practical implications of this perceived truth stand as dilemma questions, impetus for reflection and reprimand.

Do we need the expensive paid translations of books written in the period of ten or more years ago? Because, what is written there probably in large part is overcame. But not only that, does the person who wrote them is not already for 50% ahead of us? Are we doomed to constantly run the behind contemporary creators, authors? Is it not more rational to spent the funds on investing in domestic resources whose mission and function has always been directed towards collection, selection, analysis, check, adjustment and creation of new knowledge appropriate to our needs and market?

Surely, what is needed is restoring the confidence in the formal education system and the universities. In the contemporary universities which in the new informatics global economy will have to orient and become highly productive with strong investment cycles in the area of creation of knowledge and skills that they will have. Probably it should not represent a particular problem, given the fact that they have always been organizations that at most and constantly learn. With the fact that nowadays it is probably necessary to manage the knowledge which they have more successfully, from its finding, transformation, until its effectuation and exchange.

## 2. Knowledge generating culture

Under the phrase “knowledge” it is understood finding a better way to do things. This resource has always been a factor of increasing productivity and

long-term economic growth. Knowledge is a determinant of the success, and in the knowledge based economy it becomes a requirement for sustainability and upgrade. Hence, despite the skills of creative problem solving and motivation to progress, the ability to learn has emerged as an important element of any strategy for change. It is immediately noticeable that most of the elements of the knowledge observed as structure (experience, cognitive concepts, values, beliefs, attitudes, modes and approaches to work, etc.), can be communicated and shared inside, among the members of the organization. But, under one condition: existing of adequate motivation to do that. There is an opinion that *nowadays more than 80% of the knowledge that organizations possess is not applied in the business processes.*[6]. Large part of this knowledge is hidden and implicit. Large part is unrecognized as quality and remains one's personal asset. On the other hand, the organizations that “learned how to learn” acquire faster the new knowledge that they can use and which is a function of their work success. When it comes to the relationship between the concepts of organizational learning and knowledge management it has been often emphasized that it is about related, but not identical concepts (Table 1). While the knowledge management focuses more on the specific mixture of knowledge and development of channels for its flow throughout the organization, the learning organizations encourage the employees to learn, promote the exchange of information between employees creating a workforce that increasingly use knowledge. Moreover, the knowledge management includes also data mining and methods for delivering information to users.

Table 1. Relationship between the “organizational learning” and “knowledge management” concepts

Criteria	Organizational learning	Knowledge management
Focus	Process of acquisition, distribution and use of the organizational knowledge	Process of acquisition, distribution and use of the organizational knowledge
Emphasize	On the behavior of actors, subjects	On the control over the knowledge
Approach	Detection, analysis and description of the process by which the knowledge was created and used - “descriptive approach”	Prescribing, modeling, creation, distribution, standardization of the process - “normative approach”
Scope	Spontaneous process	Planned and deliberately managed process

Thus, both concepts are focused towards the organizational knowledge i.e. the process of acquisition, exchange and use of knowledge in the organization, but they have a different approach, character and place emphasis on different aspects of the process itself and the elements of its structure. In any case, it is about managerial concept, designed to be practical intellectual tool in the management and development of the organizations nowadays. In this context, it should be noted that the knowledge management, in terms of a very dynamic development and penetration of the modern IT - technologies in the different processes of organizational functioning, is especially actual in the information science.

In any case, it is about similar processes that give value to the organizational specifics recognized in the organizational routines, processes, interactions, habits, cultures, and which, if not conserved, there is a risk to be permanently lost with the departure of any member of the organization.

Certainly, it is about so called soft elements of the organization – *the cognitive structures and behaviors of the members of the organization* who are actually the two major components of the organizational learning, and are specified through its disciplines fully elaborated by P. Senge.[10].

According to Gjorgjevic, *the learning organization can be defined as a single entity in which everyone is engaged in identifying and solving problems, capable of constantly experimenting in the organization, focused on changes, improvements, learning and achieving their goals.*[6].

The core idea is to resolve problems at the level of group, team, and organization and contrary to the traditional shaping and leading of the organizations. The evolution and development of such an organization recognizes three stages: 1) Traditional vertical hierarchy in which the top management controls everything; 2) Horizontal moderate organization where employees work in teams that are trained and responsible for quality; 3) Learning organization in which the employees have the whole picture, all information and formulate urgent strategies, and are responsible for the customers' satisfaction.[2].

Starting with the primary goal to perform a proper diagnosis of the potential for implementation of a knowledge management system, in the first phase was analyzed the dominant organizational culture. Namely, in the literature there are enough sources that systematically and based on the results of research conducted, have listed the relevant determinants of successful implementation of the knowledge management system, pointing out the organizational culture as a crucial one.

Table 2. Characteristics of the knowledge generating culture [1]

ATTRIBUTES OF THE CULTURE	AUTHOR
Reciprocity. Reputation. Altruism. Trust	Davenport & Prusak, 1998
Visible support from the top management. Clearly set goals that have clarity and sense. High level of confidence. Team leadership. Sharing awards.	Kinsey Goman, 2002
Model of "8 C's" Connectivity, Content, Community, Culture, Cooperation, Capacity, Commerce, Capital.	Rao, 2002
Cooperation. Communication. Strength. Enthusiasm. Trust. Synergy. Sharing. Openness. Positive attitude. Involvement.	Hubert, 2002
Culture. Trust. Strategic orientation. Organizational design. Transparency. Capacity for learning.	Rolland & Gauvel, 2000
Highly developed solidarity and socialization. Honest processes and results. Affirmation of the employees' work.	Goffe & Jones, 1998 Smith & McKeen, 2003
Free sharing of information. Common work with others. Teamwork. Trust. Fairness. Enthusiasm for work.	Park, Ribiere, Schulte, 2004

The table 2 shows that the specified determinants relevant for the effectiveness of the system of organizational learning and knowledge management have a common denominator that can be widely classified under the term positive organizational climate, i.e. a satisfactory level of productive interpersonal relationships, meaning an adequate organizational communication.

Of course, in this context there is a logical question: "What if the positive organizational climate in which exist the satisfactory interpersonal relationships and the adequate communication based on respect and mutual trust are gone?" Many emphasize the fact that this situation can be changed through deliberate action and forcing certain forms of behavior. However, it is not forgotten to add that when it comes to the deeper convictions, prejudices, it is difficult to act on them, given that they are relatively durable and resistant to change.

In any case, from the theoretical analysis arises the conclusion that it has brought into question only the replacement of tactics, while, strategically, the organization should remain focused on the imperatives of the new age which means shifting towards building of a learning organization culture. Meanwhile, with a clear emphasis on the fact that it is possible to redefine the characteristics of each

organizational culture, through a long-term process where several stages can be distinguished: [6].

- Identification of the existing culture's characteristics;
- Determining of the desired culture's characteristics;
- Identification of the obstacles to achieving the new culture;
- Development of strategies for change;
- Improving and promoting of the organizational culture;
- Monitoring and evaluation of the changes.

Precisely, in the identification and specification of "*the variables goals*" against "*the variables obstacles*", as elements of a current "*cultural map*" of the organization, we see the problematic and subject focus of this research. By emphasizing the note that: *neglecting of this initial activity or its superficial and incomplete implementation, leads to bad prognosis of the prospects for successful and quality implementation.*[4].

On another place, when it comes to indicators related to the knowledge management (production, utilization), there are two large groups specified, from which the authors emphasize the level of achievement motive. The classification is as follows: A) *HARD*: 1. *Volume of research and costs for development*; 2. *Number of persons (employees) responsible for turnover and exchange of information*; 3. *Detection and analysis of new knowledge*; 4. *Installation of hardware - software* and B) *SOFT*: 1. *Organizational climate*; 2. *Trust*; 3. *Achievement and change motive.*[9].

Very similar idea for initial diagnosis before the process of implementation of the knowledge management system performed the author Kolaric who surveyed 220 or 15% of the employees in his organization, determining the levels of the variables that he highlights as indicators: 1. Mutual trust; 2. Level of exchange of information and knowledge; 3. Level and quality of cooperation between the sectors and support of the teamwork; 4. Attitude of the company towards the individual creativity and innovation. In the research there is a special place for the variable "*trust in the organization*", identified as crucial, after which are given the elements that the *desired high level of trust* implies: 1. Reduction of the discord and conflicts among employees; 2. Joint commitment of the employees; 3. Increase of productivity; 4. Stimulation of development; 5. Improving of the employees' morale; 6. Reduction of the abstinence among employees; 7. Creating an environment in which the innovation can progress and develop. [8].

There are such authors who in the knowledge management recognize a new managerial function whose primary essence is perceived in the answer to the question of the motivation for exchange of knowledge in the group. Whereby, the author cited some convenient features that would facilitate this function, such as: *orientation towards people, openness to learning, knowledge sharing, teamwork, results orientation, innovativeness, willingness to take risks, motivation for change.*[7].

At the end, and when it comes to the characteristics of the culture as determinants of successful implementation of the system for knowledge management, the thoughts of the author Thyssenare interesting, cited by Gjurkovic, where the idea of "Dividends of knowledge" is emphasized with the biggest obstacle which here - nowadays, is highly discussed and used as a stimulating slogan: "The knowledge is strength, the knowledge is power". Of course this is a known truth, but only where the knowledge is deficient. However, people know that they are more powerful when they have deficient knowledge that others do not have. They are aware that it is useful for success and advancement in the organization, and probably due to the presence of some other intervening variables, they are not always aware of, or deliberately neglect the success and development of the organization in general, in favor of their personal success.

Of course, culture of knowledge promotes the view that the power is not in the knowledge, but in its exchange and sharing, by which it improves its quality. The effect of synergies is not accidentally emphasized as the most important feature of the teamwork elevated at the level of instrumental value of the new age. In fact, the practice has repeatedly confirmed this as inability of many employees for adequate teamwork. The inadequate participation certainly stems from the unwillingness for voluntary renunciation of his power (knowledge), on behalf of the organized group.

Hence, the purpose of this research is in part to emphasize the importance of the necessity of active participation and attitude that is built towards the terms from the educational sector, as particularly affected in the new postindustrial time and which is left by a proper understanding and acceptance of the concepts (organizational learning and knowledge management), to stake a rightful place in society, and not just as a base, but also as creators of new knowledge that will be skillfully shared and sold.

To conclude, the problem tackled with this research is the lack of sharing knowledge among the colleagues and lack of a knowledge management system in its real sense in a concrete academic institution – the Faculty of Administration and Information Systems Management (FAISM), unit of

the University of Bitola “St. KlimentOhridski”. With this research an effort was made to determine the current state with the implementation of a knowledge management system at FAISM in terms of the organizational climate, capacity, readiness, acceptance and motivation for change i.e. for introducing of such system. Thus, the aim of the research is to investigate the issue of locating of the available resources and the current obstacles to the implementation of an informatics system for knowledge management at FAISM.

### 3. Research methodology

This paper gives an overview of the determined current state in terms of the capacity for introducing of an informatics system for knowledge management of an academic institution – the “Faculty of Administration and Information Systems Management”, unit of the University of Bitola “St. KlimentOhridski”.

It is a classic prelnognostic research that requires an answer to certain questions, amongst which the most important and treated here, the issue of locating the available resources and the current obstacles to the implementation of the system i.e. the questions:

- What knowledge possesses the faculty; Where it is positioned; In what form it is; For what it is used; How accessible it is;
- What are the effects of its use;
- What are the current obstacles to its use;
- The available resources for implementation of an information system (hardware, software, human resources).

#### Sample selection

The survey included 40 employees - provided participants with the draft project and 112 active students from the both scientific fields (IT, social study programs), at the Faculty of Administration and Information Systems Management, a unit member of the University of Bitola “St. KlimentOhridski”. After processing, the raw data on the scope and implementation of the survey are given in Table 3.

Table 3. Overview of subjects included in the survey

SURVEY FOR EMPLOYEES			
Number of distributed questionnaires – 40			
Number of returned questionnaires - 34			
Subjects	Reasons	Understood - filled	Understood – not filled
			Does not want to participate
Academic staff		16	7 /
Associates		2	/ /
Administration		5	2 /
<b>Total</b>		<b>23</b>	<b>9 1</b>
<b>%</b>		<b>67.65%</b>	<b>26.47% 2.94%</b>

In its scope, the research covers all employees at FAISM, but also part of the current students, as specific capacity and resources which should be adequately built in the system and used.

In all these activities, as active facilitators of the processes the application of various informatics techniques and technologies will be emphasized which, integrated into a whole and targeted towards achieving the goals initially set, will lead to an information system for knowledge management.

The data regarding the respondents clearly shows that the dropout rate is noticeably present. In another words, almost half of the questionnaires (17) are not returned, or are not adequately filled in, indicating the existence of a clear resistance to the project as a whole, or to the process of pre-analysis. Of course, the fact that dropping out is higher in the area of the staff that should be the main pillar of the system, in large extent anticipates the potential (not) readiness for its adequate implementation.

#### Instruments and procedures

Regarding the methodological approach, the research is classic prelnognostic research, as part of an action managerial approach for realization of organizational changes where it has followed the SKITOP methodology for management of organizational changes (Synergetic creation and transfer of organizational changes) which is an original methodology developed in Republic of Macedonia where the preliminary diagnosis - prelnognosis is the first step. [11].

The following methods were used: method of theoretical analysis, method of statistical conclusion, method of classification and method of comparison. The procedure applied is surveying, by using the following instruments: 3 survey scalar questionnaires and one classic survey questionnaire.

For the research the methodological approach and instruments was chosen, which cover large part of the relevant elements of the organizational interaction, as specific indicators in the initial *cultural map*. Given the fact that the types of elements such as leadership, organizational structure, have been already analyzed, the following variables were considered along with the corresponding instruments for data gathering:

- *Attitudes on knowledge and learning, given to all employees of FAISM and analyzed through the answers to the survey scalar questionnaire (AKL).* The scalar questionnaire AKL contains 14 statements representing possible beliefs that the respondents might have regarding the knowledge and learning at the working place. Having in mind their beliefs, the respondents were asked to state the level of their agreement or disagreement with each statement by checking only one number on a scale from 1 to 5 where 1 means “totally disagree” and 5 – “totally agree”. The questionnaire contained instructions for filling and was filled in individually by each respondent. The survey was realized individually with each respondent.
- *Personal detectors on logistics - support to the system, given to all employees of FAISM and analyzed through the answers to the list of descriptors PDL 1 and 2.* The questionnaires PDL 1 and 2 contained list of 31 descriptors representing values or attributes of the organizational culture (ex. “risk taking”, “high expectations”, “stability”, “commitment” etc.). The respondents were asked to choose 6 descriptors for which they think that are the least characteristic for their organization and 6 that are the most characteristic by checking them. The questionnaire contained instructions for filling and was filled in individually by each respondent. The survey was realized individually with each respondent.
- *Attitudes toward the working group - the organization, given to all employees of FAISM and analyzed through the answers to the survey scalar questionnaire (AWG).* The scalar questionnaire AKL contains 12 statements representing possible feelings that

the respondents might have regarding the working group / organization where they work. Hence, the respondents were asked to state the level of their agreement or disagreement with each statement by checking only one number on a scale from 1 to 5 where 1 means “totally disagree” and 5 – “totally agree”. The questionnaire contained instructions for filling and was filled in individually by each respondent. The survey was realized individually with each respondent.

- *The achievement motive of 112 active students at FAISM, determined through the results from the questionnaire MOP 2002 developed by Francesko and applied in Republic of Macedonia by domestic researchers. [3].* The scalar questionnaire MOP 2002 contains 55 statements representing possible beliefs, feelings and behavior of the respondents at the working place. Hence, the respondents were asked to state the level of their agreement or disagreement with each statement by checking only one number on a scale from 1 to 5 where 1 means “totally disagree” and 5 – “totally agree”. The questionnaire contained instructions for filling and was filled in individually by each respondent. The survey was realized in group.

The survey scalar questionnaires AKL, PDL 1,2 and AWG used in this research are modified versions of the questionnaires used in a research conducted by the authors Fidlock and Talbot. [5]

#### 4. Results of the research

It is encouraging fact of the high level of the examined variable on part of the potential users of the future system for knowledge management at FAISM - the students. The number of realized questionnaires and the results obtained indicate satisfactory presence of intrinsic motivation that is deemed important for everyone's personal development in terms of own upgrade and actively searching and implementing of new knowledge.

Table 4. The achievement motive in students from different scientific fields at FAISM – Bitola

SF/FAISM	N	M	$\sigma$	Min	Max	Range
FAISM (inf.)	88	209.39	29.22	108	255	1
FAISM (soc.)	24	202.38	23.03	165	258	2

On the other hand, it is clear that when it comes to the compactness of the groups, the situation is different enough to doubt the full generalization of the previously stated fact, which is probably expected. However, individually observed, it can be concluded that the highest measured level of achievement motive (258), approaches the maximum value (275), (table 4), which means that at this faculty there are really highly motivated individuals, real users and potential future participants in the future knowledge management system at the faculty.

In terms of the measured parameters related to “the attitude towards learning and knowledge” and “the attitude towards the working group”, the following results from the surveys were obtained (table 5):

Table 5. Overview of the results obtained in terms of “the attitude towards learning and knowledge” and “the attitude towards the working group”.

No.	Working position	Attitude towards learning and knowledge	Attitude towards the working group
1	c	38	52
2	c	50	36
3	a	46	49
4	a	50	41
5	a	48	49
6	a	51	43
7	d	45	51
8	c	58	52
9	c	43	59
10	a	59	41
11	c	42	41
12	b	55	51
13	a	53	52
14	a	47	40
15	a	45	39
16	a	53	56
17	a	57	55
18	a	50	43
19	a	50	52
20	a	51	47
21	a	53	48
22	a	54	36
23	a	57	59
<b>M</b>	/	<b>50.21739</b>	<b>47.47826</b>

From the indicators obtained it can be concluded that on average, and when it comes to both attitudes examined, the results are within the level of “average agreement” i.e. the attitudes are moderately positive. Namely, if the maximum values of the scalar questionnaires are (70) for the first and (60) for the second, then it is obvious that the average values obtained are with almost 20 units lower. However, we can claim with high probability that they are still within a desirable condition that indicates the existence of a sufficient initial potential for generating the core for organizational changes at FAISM.

Following the experiences from the relevant literature, the authors particularly emphasize the results obtained from the recorded situation regarding the so called “personal detectors” and “the cultural maps” composed from them, to be accepted as an initial default values and directions for correction and change. In certain extent they were expected, especially the goals set (*team-oriented, active cooperation, fairness, innovativeness and use of opportunities, search for information and free exchange, rewards for work well done*), suggesting the existence of enough information and adequate awareness of the announced and desired change. In this part the authors mention the emphasized values “fairness” and “rewarding for the well done work” because they are representatives of the motivation to change and represent a crucial part in the art of change managing by the management. Of course, the politics of energizing in a process of change must be built wisely, clearly defined and maximum transparent in order to block the possible emerging of “the motivational affect” among the employees.

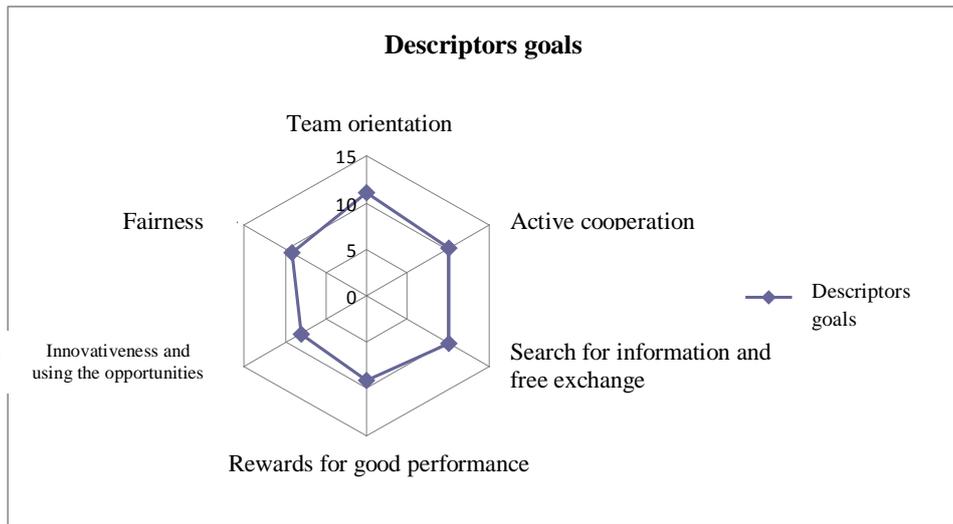


Figure 1. “Cultural map” of desired values – catalysts for successful implementation of a knowledge management system

In this course, when it comes to “the detected obstacles”, the knowledge on the well replicated reality as built awareness of the organization is emphasized. Thus, it is encouraging fact that the resulting situation indicates a high level of similarity that exists in the organization, with those who tried to change. It is expected that in an institution in which the personal interest is before the general and the one of the group and in which the level of knowledge and skills possessed is rightly perceived as “a tool and weapon for progress and development”, the image obtained will be verified. However, what

needs to be balanced and with which it is necessary to be started are “the clear professional requirements, rules, and norms” and setting of allowed frames of personal behaviour towards sanctioning the publicly manifested aggression and direct personal attack. Of course, if the policy of introducing support and group rewards for an effective teamwork is added to this, the initiative towards sharing, active participation, partnership and cooperation on joint projects, etc. then the directions for the desired change are quite clear and sufficient, with the clearly highlighted need that it remains just to be consistently walked.

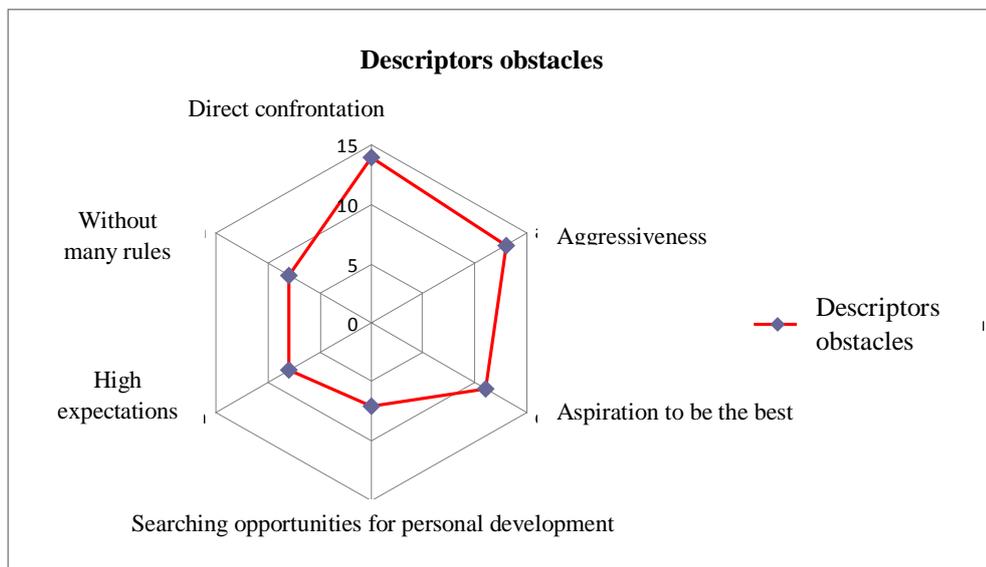


Figure 2. “Cultural map” of detected obstacles for successful implementation of a knowledge management system

## 5. Conclusion

The subject problem that was examined in the research can be rightfully qualified as extremely important and by its relevance is expected to represent certain milestone here. Namely, if the interest for the so called “*soft, invisible, intangible*” determinants of the success, competitiveness, wealth, value of the organization, in the foreign literature, but also in their scientific - empirical practice, lives the phase of consolidation (the scientific interest is directed towards searching of the most appropriate methodological procedures to operationalize the subject concepts of knowledge management, intellectual capital, organizational learning - and for their practical application in practice), here, as justly pointed out earlier, there are no significant and relevant researches in this area, nor the existence of a real awareness of their standardized practices in organizational life for most organizations in general has been established, and especially in the Republic of Macedonia. Hence, it can be said that the subject concepts here are still fighting for their fundamental legitimization of which derives the special significance of this research.

The topic has been clearly defined in terms of problem situation and subject focus and efforts were made to develop through the theoretical analysis of the relevant and available models and concepts. The usual reliance on the statistical indicators and measures was skilfully compared in order to represent a basic framework of the research's empiric, consisting of identification, representation and analysis of several subject variables, chosen with an aim of getting a complete picture of the intensity, understanding, acceptance and practice of the necessary steps in the process of building and managing the important changes which are in the core of the subject concept.

On the other hand, the proposed and implemented research methodology can be probably included in the model of the systematic approach, by which the subject concepts are used as a platform for analysing the interaction between external - internal organizational variables. Of course, given the scientific area treated, this methodological approach is the most appropriate, expected and understandable.

Finally, and given the fact about the nature of the subject variables, the interdisciplinary approach in some future researches is not only completely possible and desirable, but also represents an imperative need. The contemporary theoretical concepts such as: *organizational behaviour, organizational learning, organizational knowledge, knowledge management, organizational intelligence, organizational innovativeness – creativity, pathological dysfunction of the organization,*

*intellectual capital, knowledge economy* etc., which indicate to the existence of direct analogy in their structural, functional and essential meaning, with some concepts from the human sciences, fully confirm the previous conviction about the necessity of such approach not only in research, but even more in practicing such organizational changes.

All these lead to the fact that there is not mass readiness and will for knowledge sharing among the colleagues, there is not understanding of the concept's essence and it is just about acquisition of the operational knowledge management system with neglecting the importance of the factors of the organizational climate, which above are clearly detected as obstacles.

The above clearly shows that the FAIMS' readiness for change in the direction of increased sharing and use of the knowledge possessed is **moderate**, with **limited awareness among the staff** that the *clear professional requirements, rules and standards* previously set, are prerequisites for successful implementation and application of this system.

Of course, the emphasis of the other important precondition for successful implementation of this system perceived through its technical features, i.e. the hardware and software that it would include, does not make the complete picture and means a partial approach that leads to dysfunction, formalization, inadequacy and superficiality.

## References

- [1]. Bojanovic, D. J. (2009). *Menadzment znanja* [Knowledge management]. Beograd: Data Status.
- [2]. Daft, L.R. (1988). *Management, Fifth Ed.* The Druden Press, Harcourt Brace College Publishers.
- [3]. Donevska, N. (2010). *Extroversion and the achievement motive in the career development in the non-governmental sector – comparative analysis.* M.Sc. thesis. Skopje: Institute for sociological and political – legal research.
- [4]. Fahez, L., & Prusak, L. (1998). *The eleven deadliest since of knowledge management.* California management review. Spring.
- [5]. Fidlock, J. & Talbot, S. (2008). *Assessing organizational culture in a group context using the organizational culture profile.* Edinburgh, Australia: DSTO.
- [6]. Gjorgjevic, B. (2010). *Znanje u funkciji organizacije koja uci* [Knowledge in function of a learning organization]. Pristina: Ekonomski fakultet.
- [7]. Gjurkovic, V. J. *Znacaj organizacione kulture za efikasnost upravljanja znanjem u preduzecu* [Significance of the organizational culture for efficient knowledge management in the company].

Sremska Kamenica: Fakultet poslovne ekonomije, Univerzitet Educons.

- [8]. Kolaric, B. (2009). *Nivo medjusobnog poverenja i saradnje zaposlenih u Telekom Srbiji, kao preduslov uspesne implementacije koncepta menadzmenta znanja* [Level of mutual trust and cooperation of the employees in Telekom Serbia, as precondition for successful implementation of the knowledge management concept]. Beograd: TELEFOR.
- [9]. Nikolic, D., &Cubrilo, S. *Uticaj pravovremenih informacija na odredjivanje preduzetnicke strategije* [Influence of the timely information on determining the entrepreneurial strategy]. Novi Sad: Fakultetzamenadzment.
- [10]. Senge, M.P. (1994). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.
- [11]. Смилевски, Ц. (2000). *Предизвикот и мајсторството на организациските промени* [The challenge and excellence of the organizational changes]. Скопје: ДЕТРА.

*Corresponding author:* Mirjana Cvetkovska  
*Institution:* Foundation for Small and Medium – sized Enterprises Development Bitola  
*E-mail:* c\_mirjana86@yahoo.com