

- межкультурная компетентность;
- грамотность в области инновационных СМИ;
- проектный образ мышления [2].

В будущем станут необходимы разносторонне развитые сотрудники, которые способны найти решение любой поставленной задачи, а также успешно взаимодействовать со специалистами других областей.

Таким образом, необходимо уже сейчас в системе непрерывного образования выстраивать систему, способную работать с творчеством, т.к. интеллектуально-творческий потенциал личности рассматривается как стратегический ресурс, которым определяется конкурентоспособность России на мировой арене. В этот процесс должны быть включены бизнес, власть, наука, образование.

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## **Knowledge management and innovations in business organization**

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Today competitiveness is closely related to creation of innovation. New ideas and gained knowledge are the main sources in this process. Knowledge management helps a business organization to achieve interaction between business processes by joining activities, experience and accrued knowledge. It also helps to reach high quality of client servicing by applying the prior accrued knowledge on clients and their needs. D.J. Teece (1998) defines knowledge management as the entirety of procedures and techniques targeted at a maximum use of available knowledge assets. According to K.M. Wiig (1997), knowledge management has two key objectives: to make the organization act intelligently and to realize the best value of its knowledge. Information and knowledge are seen as a cornerstone of economic development in order to create or improve more and more personalized services and products. Satisfaction of the market demands requires systematic not only internal, but also external processes of creation and use of productive knowledge, while striving to create innovations that would satisfy consumer needs. Lithuania takes 16th place among 144 countries by the number of people having higher education: however, it takes 47th place among 144 countries by innovation and business flexibility sub-index according to researches of the World Economic Forum. This background evokes the following question: how could organizations use all knowledge to create and develop the innovation?

Knowledge and knowledge management are necessary in the innovation process. The increasing complexity of innovation is influenced by the enormous amounts of knowledge available to organizations, which form the basis of innovation (du Plessis, 2007).

While analyzing knowledge management and its impact on the strategic competences of an organization, it is important to identify and substantiate problem areas which largely influence efficiency of the organization's operations. Although covering many diverse activities and research fields, knowledge management is mainly related to strategic management, organizational learning and innovation management in the analyzed context.

Strategy is the system of organization's actions and means, which defines how the long-term objectives of the organization will be achieved (David, 2011). Linking and integrating the principles of knowledge management into the strategic documents of the organization is the first step towards the development and implementation of knowledge-based organizational strategy (Drew, 1999; Snyman; Kruger, 2004). Knowledge management strategy links organization's strategy and organization's goals with principles and approaches of knowledge management and is designed to identify the possibility for the organization to assess the knowledge resources available to it and to apply them purposefully (Hislop, 2009; Jashpara, 2011). Integration of organizational and knowledge management strategies leads to a harmonious functioning of the organization and highlights the ways in which knowledge can be used to reach strategic organizational goals faster and more accurately. Knowledge management strategy in an organization enhances organizational learning and improvement, prevents it from repeating mistakes,

creates environment conducive to the development of new ideas, and suggests solutions for performing the tasks. According to J. Loermans (2002), the creation of knowledge is the final result of the learning process and vice versa – learning starts when the creation of knowledge, its sharing and use begin. Not only individuals, but also social systems, i.e. organizations, can learn (Senge, 1990); (Dodgson, 1991); (Sandler, 1993); (Argyris and Schon, 1996); (Loermans, 2002); (Sanchez, 2005); (Ryder, 2012). If an organization is capable of effectively and efficiently managing available knowledge, it will be able to manage new knowledge created in the process of organizational learning. The relationship and interactions between knowledge management and innovation are multidimensional and complex and particularly difficult to investigate, therefore studies of the subject tend to rely on one specific approach: management, technological, creativity-based or systematic. Management approach contrasts three perspectives of knowledge management: product, process and practice, depending on the type of innovation that is being developed and implemented (Swan, Newell, 2000; Swan, Newell, Bresnen, Robertson, 2007; Xu et al., 2010). Technological approach regards information and communication technologies as an instrument of knowledge management and a catalyst of innovation (Alavi, Leidner, 2001). Creativity-based approach places emphasis on the idea that in a community of creativity and innovation, creativity and tacit knowledge are the main sources of continuous innovation (Nonaka, Takeuchi, 1995; Xu et al., 2010). Systems thinking approach emphasizes the lack of integrated knowledge management mechanisms in the study of knowledge management for innovation (Junga et al., 2007; Xu et al., 2010). These approaches demonstrate the complexity and the interdisciplinary nature of the link between knowledge management and innovation. This article investigates the link between knowledge management and innovation from the systemic perspective.

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