KNOWLEDGE AUGMENTATION IN THE ORGANIZATIONAL FIELD THROUGH MANAGERIAL BEHAVIORAL MODELS

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Abstract: *Organizational transformation based on capabilities and, implicitly, the transfer of experience and expertise between different generations are valuable and interesting organizational processes to increase organizational performance, regardless of the type of organization. In the field of human resources, the temporary succession of different typologies of generations (Z, Millennials, etc.) has brought to the attention of theorists and practitioners the need to reconsider practices to reach the audience with the most appropriate message, in terms of gaining the most appropriate resource, its formation and loyalty throughout their career. An important role, certainly amplified by the context of the pandemic crisis, is held by the formative component (through basic specialized education and through specialized trainings or training sessions) and subsequently, the way in which good managerial practices are highlighted in it. In the general framework described in this article, it is intended to highlight the existing particularities for the military field, with emphasis on the university dimension, considering the premise that the cultivation of successful managerial behaviors is a factor in increasing knowledge in the field of defense. Using mainly qualitative research methods, several possible directions are proposed for the development of solutions specific to the field mentioned in the title, which would contribute to making the current practice more dynamic.*

Keywords: management, behavior, model, defense, knowledge

1. Identifying the need

Starting from the premise that today's society is facing an exponential increase in the volume of available knowledge resources (one cannot yet speak of a saturation but can appreciate an agglomeration) there is an increasingly intense objectification of the need to create practices and skills in accordance with this tendency, capabilities that ensure the individual with a certain ease of manifestation within the social field in which he/she operates. Generically speaking, an integrative concept of actuality and at the same time a success factor that

must be maximized as an application potential, through which knowledge is operationalized, is the mindset, explained by the following meanings: “in decision theory and general systems theory, a mindset is a set of assumptions, methods, or notions held by one or more people or groups of people. A mindset can also be seen as arising out of a person's world view or philosophy of life” [1]. The basic idea of this article is to increase this asset through the transfer of experience and expertise achieved through the use of managerial behavioral models. The approach is also seen by the authors of the

article as a means of setting solid benchmarks for developing the skills of future practitioners in a field, especially those of a practical nature in the field of activities that create real, practical values, with actual results in society (engineering, economics, etc.). The interest for the development of the best solutions is both at the individual level, as a topic that can be taught, and at the level of public or private institutions that offer educational services.

In this framework, without an exhaustive, but only general explanation, managerial behavioral models can be grouped into different categories: theoretical and practical, both developed in a specific field or general (top management); national and international, with interferences of the respective cultural spaces, with emphasis on the comparative valorization of some good management practices; promoted through textbooks and case studies, audio-video format, face-to-face meetings in specialized seminars, etc.

2. Current practices

By investigating the literature and the sites of universities or professional associations, it can be seen that the approaches that are the subject of the analysis undertaken in this article are different, depending, firstly, on the field of activity. The Sars cov 2 pandemic crisis determined the relocation of some activities incidental to the transfer of experience and managerial expertise in the online environment and a quantitative decrease of this type of manifestations. Some good practices identified at national level are further exemplified.

Within the specialized seminars organized for the fourth year of studies from the bachelor study program *Economic-Industrial Engineering* in Cluj-Napoca, Alba Iulia, Bistrița and Satu Mare there are periodically organized meetings of students with guests from business and local public institutions, with management positions in particular, where future graduates have the opportunity to discuss on topics of interest

and to identify intervention models for different organizational situations (an example of activities in this regard is highlighted in the specialized journal *Journal of Management and Economic Engineering - Revista de management și Inginerie Economică* [2]).

An interesting approach is also identified at the Faculty of Management within the National School of Political and Administrative Sciences where, through the BizMasters project, a continuous link between the Romanian academic and business environment is promoted, in support of training young specialists in management, one of the types of activities carried out being the lectures on current topics given by renowned professionals in their field of activity [3].

The project “ANATOMy of an Alliance”, carried out by the “Nicolae Balcescu” Land Forces Academy in Sibiu, with the support of the NATO Department of Public Diplomacy, brought in front of young people in the field of security and defense, especially through academic lectures the first stage of the project, models of professionals in this area, the stated goal of the project being to achieve knowledge transfer at inter-generational level on the one hand, and between military and civilians on the other hand, in order to raise public awareness and build positive attitudes about NATO and the culture of this organization [4].

Last but not least, the series of activities of the Aspen Institute is remarkable, through the annual awards offered (for example, during the event Aspen Gala for Leadership, 2016 edition, Colonel Cătălin Ticulescu, commander of NATO Force Integration Unit Romania, received the Public Service with Dignity award) rewarding personalities who have impressed the Romanian society, offered an example of ethical and professional conduct or have brought innovation [5].

3. Solution development

From the above, there is sufficient argument that these practices should be extended, representing an appropriate way for the voice of a person known in a field to reach the attention of the future specialist, in a modern format, beyond the didactic rigors of the classic format of a lesson. The CIA (Cross Impact Analysis) model was used to highlight some factors (variables) that favor the use of this proposal and some interdependencies between them (how one variable is influenced by another), in which (table 1) the classification of variables is done using the following correlation [x]: very strong negative (-3), strong negative (-2), negative (-1), neutral (0), positive (+1), strong positive (+2), very strong positive (+3). Active influence (the extent to which a variable influences other variables) and negative influence (the extent to which a variable is influenced by other variables)

highlights the relationship of factors considered, scores recorded on lines and columns obviously having a subjective component, which leads implicitly to the need to consider in conjunction with other methods (example: brainstorming) to substantiate specific decisions.

The score recorded (+7) at the end of the first line of the variable *robustness of the learner's value system* means that it strongly influences other variables among those proposed and considered. In the same application context, highlighting some factors in the process of selecting and implementing managerial behavioral models, the influence of other variables on *the quality of the education system* is high (+6). It is clear that the selection and introduction into the matrix of several factors leads to an increase in the accuracy and usefulness of the analysis undertaken.

Table 1 Influencing factors of considering a managerial model

Variables	Robustness of the student's value system	The quality of the educational system	The notoriety of the proposed managerial model	The general level of economic performance of the country	The way of bringing the model to the student's attention	The sum of active influence
Robustness of the student's value system		+2	+2	+2	+1	+7
The quality of the educational system	+1		+1	+3	0	+5
The notoriety of the proposed managerial model	0	0		+1	+1	+2
The general level of economic performance of the country	+1	+3	+1		0	+5
The way of bringing the model to the student's attention	+1	+1	0	+1		+3
The sum of passive influence	+3	+6	+4	+7	+2	

The idea of extended application of this practice can be put into practice based on

project management in which the deliverable is a collection of relevant managerial behavioral models in the field of

activity in question, useful primarily to students. The collection can have an audio-video format in which the interviewed subject answers a predetermined set of questions in a dialogue or offers an individual presentation on a predefined topic agenda. It would be beneficial for these formats to also support the transcription in text format, in both exposed variants allowing the processing of interviews for studies and scientific research. A factor of success in such an approach is the involvement of professional associations that can contribute to awareness among specialists of the importance of this transfer of experience. For the field of security and defense, the approach can be operationalized through the mechanisms specific to the fields of lessons learned and train the trainers. A possible option of necessary steps for implementation would include the following activities: formation of the project team and establishment of roles; establishing a sample of people participating in the study and making the initial list; sending invitations to the respective persons, explaining the approach and making the final list; conducting interviews or self-presentation (presentation of authors' CV and answers to pre-established thematic questions - the role of resources in the field of expertise, trends in the industry, the role of management and leadership, the role of digitalization in achieving performance in the industry, ways to achieve knowledge transfer between generations of employees, etc.); receiving and collecting records; hearing and analysis of the general quality of deliverables; the study of the correlations, perspectives, characteristics of the managerial field as it results from the collected materials; making the final deliverable (DVD, results presentation

handbook); sending them to the participants for obtaining feedback; disseminating the result and establishing the way in which interested institutions can take possession of the created deliverables; implementation in educational activities and obtaining feedback from students for improvement within a later edition.

4. Discussions and conclusions

This approach must also be seen in the context of the challenges of transforming management within the VUCA environment in which concepts such as mindset and meta competences become key words. This results in the possibility of increasing knowledge in organizational management, correlating more adequately the academic lines of approach with the practical component.

The pressure to adapt the way we make appropriate information resonate with the values of students / learners also comes in connection with the generational profile of young people. For example, it is known that people belonging to generation Z get bored quickly but are social, global, mobile, flexible, visual, with good entrepreneurial skills [7].

In this context, in a revolutionary work for new managerial practices, Alfred Oswald also brought to mind the concept of agility, emphasizing that it "includes skills and value that people or organizations have, or consider to be important. Very often agility is seen in the context of competencies, which in times of change and uncertainty enable people and organizations to act adequately"[8]. The consideration according to which the organizational success is given by the way we understand the changes at social level and we realize the knowledge management both between the generations and for the generations that produce added value at present is enhanced.

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