IMPORTANCE OF COMMUNICATION IN ORGANIZATIONAL INTELLIGENCE DEVELOPMENT IN THE CONTEXT OF GLOBAL CRISIS

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Abstract

It is now clear that different ways to generate, integrate and apply knowledge within organizations varies accordingly, at least, with the human factor, regardless privileged modalities of interactions between the firm and the environment.

In the current context, of the global economic crisis, communication and communicative behavior are sometimes improperly used in explaining institutional deficits. However, the role of communication in generating the appearance and development of intelligence organizational context (organizational context, technological and linguistic) and at the determinants and co-factors of organizational intelligence (organizational learning, leadership, organizational culture, management) is major. Besides that, generating knowledge in organizational framework is achieved through communication.

Keywords: *communication, global crisis, organizational intelligence, leadership, organizational culture*

Introduction

The literature reveals many definitions and theories on organizational intelligence concept (monolithic theories, factorial theories, hierarchical structures theories, evolutionary theories and qualitative). Organizational intelligence has always been defined in terms of intelligence, personal intelligence, emotional intelligence, collective intelligence.

Intelligence, the abstract specific human concept (according to some experts) can be simply defined as "the ability to understand easily and well, to refer to what is essential, to resolve situations and new problems based on previous experience" (DEX), although they find it difficult to define. Reported at the organizational level, intelligence became a complex concept, determined by many variables. Representing a real and potential fact, intelligence could be considered and addressed as a process or phenomenon, skill or ability. Obviously, intelligence can be defined so as a mental organizational attribute (in psychology), but also behavioral one.

Over time the concept of intelligence has received several definitions, being investigated from different perspectives, many science bringing their contribution to its development. These sciences can be listed: psychology, management, anthropology, biology, communication, etc.

The fact is that in 1969 John McCarthy and Patrick J. Hayes defines the intelligence of an entity in closely connection to the existence of an appropriate model of the world, to help it respond to a variety of questions, with the necessary information procured from the outside world and to conduct certain activities to achieve objectives, taking account of its possibilities. Obviously, nowadays are several studies on models that underlie the emergence and development of organizational intelligence: social, structural, systemic, etc.

In the context of the global crisis and the knowledge-based economy in which the individual is a carrier of culture, knowledge, being creator and innovator, the model that can be addressed in studying the emergence and development of organizational intelligence is an integrated social model. This model not only explains the emergence and manifestation of organizational intelligence impact on company profitability growth in the current context, but may be the basis for demonstrating the

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importance of communication in the development of organizational intelligence. This is because through communication can be created a certain context in which to could be generated a certain capacity of the entity to generate, integrate and apply knowledge. Also, communication is the essence of the event co-factors and determinants of organizational intelligence. Central axis of the appearance, manifestation and development of organizational intelligence is individual. He may have a verbal/linguistic intelligence, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, and naturalistic emotional as Gardner's theory of multiple intelligences (*Frames of Mind: The Theory of Multiple Intelligences 1993*). Intelligence entity manifested in a certain context, which is having the following dimensions: *the organizational dimension, technological dimension, the cultural and linguistic dimension.* All entities have a certain amount of absorption and a tendency of forgetting, absolutely necessary for the renewal of knowledge and organizational learning efficiency. Of course, management and leadership entity is responsible for organizational effectiveness, processes and activities, the default communication process.

1. Communication and dimensions of organizational intelligence development context

It should be noted that all four dimensions of the context in which intelligence appears, manifests and evolves are determined by communication. Competitive entity has a synergy of the composing elements necessary to achieve performance in a highly competitive environment. Communication is one that ensures that invisible thread that unites people and that determine synergistic explosion.

Thus, *the organizational context* concerns a framework different from a specific organizational system, structure and communication, open, dynamic and adaptable. Which means that changes occur in the system, voluntary or involuntary, resulting in a process of generating knowledge and new skills to solve problems and carry out activities. Members of the organization form a dynamic system, evolving under the effect of three forces: individual impulses, indirect impulses transmitted by the actions of other members, internal changes and changes caused by management decisions external environment organization.

Any entity supports multiple types of changes throughout its existence. In fact, some organizations are open systems that take their inputs from the external environment becomes part of them and send them into the environment as system outputs. If the environment is changing, organization is in change. Change can be defined in terms of field of action, respectively as *operational and organizational change*. Operational change refers only to individuals, roles and values, and organizational change concerns all procedural changes within the organization.

In the current context, organizations need to initiate change processes to meet market demand, offering added value, increase value to shareholders or to execute the mission and purpose for which they were created. Also, organizations must implement any change processes to maintain organizational stability, but also to support economic growth and sustainable development.

It could certainly say that all organizations are faced with *internal and external sources of pressure for change*. As such, managers must recognize the changing environment elements which require modification of the organization. In other words, if the inputs are modified and changes in output occur. *For output changes occur are necessarily modification with cultural implication in inside organizations.* These changes may be the targets and strategies, technological level, the organizational structure, the phases and processes of work and not least the members of the organization and involves changes in knowledge and processes to generate new knowledge.

Changing organizational structure involves not only changes in the organization but also the attitudes of employees. Individual stations need identity and meaning. Structural changes include changes in rules, policies and procedures. The members of the changes are made both in terms of hiring fresh labor, and in the development of attitudes and abilities of former employees. Always any change in an organization must begin with its members, by developing the necessary skills and

positive attitudes. Changing the culture is changing between the individual and changing mental organization. Change process involves a series of organizational events taking place over time.

Also, one of the most important effects of *organizations is their endogenous dynamics*. This means that organizational contexts can boast different aspects: structural, individual, psychological, moral, material, etc.

Changing organizational context can be also defined as innovative as it involves changes at the individual level, procedural or organizational. Innovation is treated in the literature as to define the phase of creativity[1] unique organization of mental processes into the association of personality skills to obtain new and original. *At company level, innovation is present as redesign their organizational structures, depending on the magnitude of the specific functional requirements of each stage of their maturation and development.* In this perspective, social innovation is the main source of creativity and decision decisive factor of change and development.

Planned and ongoing efforts to change organizations to be more intelligent, efficient and more humane is called *organizational development[2]*. It uses behavior to induce a culture of organizational self-examination and willingness to change. Put an emphasis on interpersonal and group processes acknowledging that change affects everyone in the organization and that their cooperation is needed to implement the new cultural configurations. If the organizational development is being institutionalized, continuous availability for review and further changes become components of organization culture. The term cultural development applies only to the extent in which the development of means or methods of implementation of content organization culture or spiritual development takes place the organization's members, who contribute to culture change.

Organizational development seeks to change cultural norms and roles so that the organization is aware of itself and be ready to adapt. This method of changing the organization by changing the organizational culture was successful only in so far as to take into account the "personality organization" and its members, trust, cooperation and open expression of feelings of those who compose it. It is true that the organizational culture itself is never perfect, but nascent; it must ensure reconciliation but his spirit materializations social subjects to become a strong culture and a success factor for the organization.

In the process of organizational change, communicating the organization has a greater success rate than others. This is because communicating organization has some specific features: it is open to communicate with the outside, issuing, receiving messages that making up an interactive process, is flexible, evolutionary (value on innovation), is responsible (transmits ethical and responsible information, ideas, opinions, etc..), is dynamic (grows through communication) and has a purpose (to create a structure in which to express formal communication, organized to achieve the high performance). Communicational organization requires organic structures, flexible and participatory management.

Communication is essential in planned organizational change, i.e. organizational development. In this respect, the most important organizational development strategies are: teamwork training, feedback surveys (among employees), total quality management, re-engineering. Obviously, lack of communication or inadequate communication process leads to inefficient implementation of planned changes.

Besides generating knowledge organizational framework is achieved through communication as the most important aspect of any process is *information and communication is how this can be achieved*.

Linguistic context. Only with communication (broadcast reception/verbal) can accumulate human social experience (speaking, writing, reading); people can cooperate only communicating

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[1] Bâtlan, I. *Introduction to the history and philosophy of culture*, Bucharest: Didactic and Pedagogic, RA, 1993, p. 33

[2] Johns, G. *Organizational Behavior* , Bucharest: Economic Publishing House, 1998, p. 532

between them through activities, they can try to generalize and to increase dowry of the previous generations in the field of science, technology, art, culture, architecture, medicine, etc.

Cultural context. Organization is not just a technical response to technical and economic problems faced, but also a cultural tool to tackle human structure and regularization of cooperation conflict participants[3].

Known is that people shape culturally the society (and organizations which are voluntary or less voluntary), leaving at the same time, shaped by it. Moreover, people use their culture as a means of interpreting reality tool socio-economic life and understanding of the world (other cultures, other individuals, etc.).

Certainly, organizational culture consists of shared records that directs the behavior of individuals in the organization culture that is designed and built through a systemic process-oriented education and training of all personnel engaged in an endeavor to solve two of the most important problems of organization: learning algorithms and integration of the individual.

When people came in firms, entering with unique sets of skills, interests and attitudes, they want to maintain their individual identity and self-esteem by maintaining their unique qualities and build what is on them. On the other hand, they are interested to know "*how things are done in business*", all its ins and outs and use their unique qualities, but in a manner acceptable to their colleagues and superiors.

Culture is formed continuously in the sense that there is constantly some kind of learning, based on the organization's relationship with the external environment and internal management problems.

Also, dynamic culture of an organization can be explained in terms of continuity and discontinuity phenomena that characterize them in their dynamics. Note that within an organization, both phenomena occur. Thus, in the evolution of culture are highlighted two processes: one to create new values, another use of the existing values, which are included in the organizational culture as "cultural goods" made in previous periods. This makes the transition from one stage of development of a society in which an organization operates at a different stage of development (example Central and Eastern European countries in their transition from communism to capitalism), the continuity of culture that organizations is done by taking the values of national culture and the assimilation of cultural values of other countries. The phenomenon of continuity and discontinuity that are not homogeneous phenomena, they are not done in the same way, the same means, with the same intensity in the plane of the elements of organization culture and, of course, not at the same time, the same cultural elements.

Technological context. Technology concept involves a multitude of definitions. Of these, the most comprehensive one that seems to be "systematized knowledge of all human activities, making use of results of scientific research, experiments, calculations and projects, as well as tools, machinery, small, all the processes (methods, recipes, rules) and material resources (tools, machinery) used for the purpose of employment, in industrial practice, technology means only the procedures used"[4]. Also, an explicit definition is that the technology is seen as "a system of knowledge and means that allow specific categories of activities to achieve objectives"[5]. This means that the technology "works as a cybernetic system, in a hierarchical system comes into interconnection"[6] and the use of knowledge and means in order to achieve the objectives are obtained

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[3] Buzărnescu, Stefan. *Introduction to organizational sociology and management*, Bucharest: Didactic and Pedagogic, RA, 1995, pp. 66-68

[4] Ministry of Research and Technology - *Innovation and Privatization Policy Sector*, Bucharest, 1994

[5] Cojocaru, G. *New aspects of technology transfer. Synthesis documentary*, Bucharest: INID, 1991

[6] Hutu, CA. *Organizational culture and technology transfer*, Bucharest: Publishing House, 1999, p. 44

in accordance with the rules of structured systems and reasoning systems and performance evaluation mechanisms.

Here should be specified the fact that the technology is nothing in itself, but only in relation to its integration in an organization. The effects of technology on a company are reflected in how her organization: organizational structure, decision-making characteristics necessary level of education and training, configuration and characteristics of the communication and transmission of data and information, setting standards of performance etc.

External technology transfer is the process technology or elements thereof, used in a given organizational context, are reviewed and integrated into a new organizational context, in a new technology or an existing technology system. Internal transfer of technology is, in fact, the process of communicating knowledge organized in order to create products, processes and new or improved services.

Many models used (communication, cyber or mixed) to transfer technology and know-how support, explicitly or implicitly, and the influence of conceptual differences, contextual and perceptual between source and receiver, and various disturbances that occur during the process, the barriers for carrying out performance under the transfer process. Whether the source and receiver are part of the same company or not, is very important given context as the source and receiver, concepts, perceptions, ways of communication, etc., of both components of the model. But concepts, beliefs, perceptions, values, etc. are elements of company culture. In other words, *culture is one that can reduce or eliminate barriers to efficiency of transfer of technology and know-how*.

Moreover, the organizational context (degree of innovation, uncertainty, ability to lead change) represents a category of factors with a significant impact in all stages of transfer. The organizational context is higher when the transfer of technology and know-how will be more difficult. So, in receiving commercial firms, "having" culture based on "high context" communication, the transfer of technology and know-how to achieve it, will hit more obstacles than if commercial firms would had a culture of "low context".

Stages of adaptation and acceptance are the most influenced and determined by the culture of an organization. Attitudes and beliefs of organization members on technology and knowledge that lead to intentions, intentions, in turn, leads to actual behavior, evidenced by their use voluntarily.

2. The role of communication in improving organizational learning processes

Organizations are open systems, cognitive entities connected with the external environment and internal environment. Entities, whether physical or legal, present different ways to adapt to environmental changes, even ways to generate changes in their environment action, developing specific learning processes. Learning involves the accumulation of new knowledge and skills, based on experience. Among the most popular theories of learning is associative learning (classical conditioning) and instrumental learning (operant conditioning)[7].

Pavlov's classical conditioning theory[8] of learning explains the association between stimulus and response. Instrumental learning involves the existence of an event that increases or reduces the likelihood of that behavior to be repeated. Organizational culture must be addressed in a perspective emphasizing changes that facilitate partial or total[9], dynamic process which occurs because of the

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[7] Mitchell, T., Dowling, P., Kabanoff, B., Larson, J., *People in organization – an introduction to organizational behaviour in Australia*, McGraw-Hill Book Company Australia, Pty Limited, 1988, pp. 18-30; Luthans, F., Kreitner, R., „Learning theory", în *Contemporary readings in organizational behavior*, Third Edition, McGraw-Hill Book Company, 1981

[8] Tucicov-Bogdan, A., *General Psychology and Social Psychology*, Volume II., , Bucharest: Didactic and Pedagogic Publishing House, 1973, pp. 78-83

[9] Nicolescu, O. coordinator., *Systems, methods and techniques of organization management*, Bucharest: Publishing House, 2000, p. 513

internal integration and external adaptation[10] and as a result of the impact of different types of cultures, especially in the globalized markets.

Inside entities arise two major processes in the development of intelligence: the process of socialization and integration process. By internal integrating culture system provides stability and acts as a filter field that helps to focus attention on certain segments of the environmental impact on the company.

If it is envisaged that *socialization* is a process of transfer psychosocial assimilation of attitudes, values, concepts or specific behavior patterns of a group or community, for training, adaptation and social integration of people, it may be that *socialization is an interactive process of communication*. This is supposing the double approach of individual development and social influences, personal way that reception and interpretation of social messages and variable dynamic content entity and social influences.

Socializing employees can achieve maximum efficiency while using certain communication tools, such events for employees: team-building activities, briefings, meetings with certain individuals' representative of a certain behavior.

Compliance with rules, rules, and values is made through a *learning process*, which is based on communication. In fact, people attitudes and socio-economic conduct are essentially the result of cultural learning, a consequence of assimilation law-like patterns, rules and requirements of the community through communication. Also, integration in the primary task group, defined as a process of gradual assimilation behaviors and integrating environmental behaviors is achieved through communication.

At the organizational level, the integration processes and socialization are based on *relations of influence*. Generally, influence means to determine other to comply. Of course, influence, even in the extreme form of persuasion cannot be effective unless accepted by the receiver. If we start with the definition of the concept of influence of Parsons ("*determines the other's decisions to act in a certain way because he feels that it is a good thing for him, and not that through non-conformation would violate certain obligations*") is obviously that the influence of co-orientation is the result of transmitter and receiver in the communication process. In fact, in the communication process partners are often the relationship of influence. In this sense, any entity may achieve compliance with another (or influencing it or manipulating it) through a process of positive communication, logical and reasoned.

Professional integration can be approached from the perspective of four dimensions: cognitive, relational, cultural and informational; thus communication process is seen as a process of influence on three key levels: normative, cognitive and social. The regulatory approaches, the communication process (influence) creates, strengthen and imposes values to organizational members. From cognitive perspective, through the communication process (influence) information are properly used, from the organization and beyond, for effective professional integration. From social perspective, relations of influence (communication relations) are playing a major role in the establishment, maintaining roles, statuses, or rather the power and authority.

Therefore, there are a few situations in which one of the persons involved in communication may not be in a relation in which wishes to exercise some influence over the other or others, it can say that the influence has three directly observable functions at the organizational level: *creation of rules* (identifying and sustaining influence norms that give cohesion group / entity and determine positive behaviors), *individual socialization* (relations of influence (communication) are the essence of the rules learning process learning, principles, operating modes, behaviors, etc., (knowing the ways and social standards is achieved through communication) and *social control* (influence helps social groups to maintain the integrity and allows them to provide and channel the behavior of its members. It thus strengthens the individual's dependence on the social system).

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[10] Schein, E. H., Organizational culture, American Psychologist, 1990

In the process of organizational learning are important roles that organizational members are willing to play, according to the specific activities. Adapting to the requirements of each individual internal and external environment involves a first stage of organizational learning. Many entities decide to make changes more or less large, and these changes are based on learning processes, achieved through effective communication. In fact, in *all phases of change oriented toward individual or organization*, there is a learning process.

Leadership contributes to the development of organizational intelligence in that it stimulates organizational learning and development of effective relationships. Leadership requires certain interpersonal and intrapersonal skills, resulting in organizational development. After 1900, many researchers began to study people in hopes of identifying leadership traits that turn them into successful leaders. H. Kelleher[11] is one who has made a list of traits associated with effective leadership. Such traits, *personal characteristics of individual features including physical, intellectual ability and personality, can be considered: intelligence, energy, confidence, domineering spirit, motivation to lead, emotional stability, honesty and integrity, need for achievement*. In determining these traits to measure their employees and many companies use personality tests and "scales of assessment (appraisal)" when making hiring and promotion decisions.

Also, at the organizational level, leadership is one who can develop creative organizational and professional development. Obviously, effective leadership requires effective communication, interpersonal communication because the people are able to generate insights and ideas, by exploring areas little explored by each individual separately. Of course, people must be willing to communicate empathy, active listening and willing to develop effective relationships.

3. The integrated social development of organizational intelligence

Developed as a reaction to the knowledge economy, where innovation is more important than the production, that model emphasizes people and their knowledge. Also, considering the intelligence entities as something that they have by inheritance, but also as something that can be through learning is a basic assumption of the model. It is obvious that some people have interpersonal skills and/or intrapersonal. They develop a friendly relationship inventory, given that they can relate easily with others. Of course, others can learn how to develop positive relationships with other entities. Evolve, through qualitative and quantitative leap, the result of learning in a specific cultural context, can occur in all aspects of the development entity.

Entities with an organic structure can develop such models. An organic structure allows the generation and development of interpersonal relationships through communication, and developing a strong organizational culture. It is known that any entity has a certain culture, which can be defined from several perspectives and guidelines. Successful entities that have demonstrated a strong culture, positive, adaptive strategy directly relate to high organizational performance. Also, these entities have successfully developed culture based on cultural differences and systems; the focus is on value, knowledge, innovation, creativity and learning.

Model characteristics are:
- flexible organizational structure,;
- high degree of creativity in their activities;
- high degree of cooperation between sub-entity, based on teamwork. If the entity is an individual, it is clear that intelligence is a prerequisite for the development of good health, although there were times when just physical problems have generated a development of some kind of intelligence (emotional intelligence, naturalist, music, etc.);
- proactive environmental approach;

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[11] Lord, R. C., DeVader, C. L., & Alliger, G. M., „A meta-analysis of the relationship between personality traits and leadership perceptions: An application of validity generalization procedures", Journal of Applied Psychology, 71 (1986): pp. 402-410

- diversification and flexibility in tasks and views;
- effective leadership and strategic management participation;
- entity based on knowledge, innovation and creativity;
- transparency in disseminating information and knowledge;
- the individual is most important for the organization and the focus on human capital development through training and personal development;
- philosophy, mission and vision of the organization are based on people;
- entity is socially responsible and ethical behavior is;
- individuals are properly motivated performance, creativity and innovation;
- communication is strategic, with a communication strategy and policy in this area.

Integrator aspect of the model aims, in fact, to address communication from the systemic perspective and also the entity view as a system. Systemic view of communication reveals cognitive, emotional and behavioral complexity. *Systemic approach to communication* not only trying to make sense of actions within the entity or to provide all important communication, which coordinates its components in a precise meaning, but to exploit and capitalize elements of communication process, revealing interdependencies and internal connections communication, generating synergies and complex structures needed to develop intelligence entity, especially in the current context. *Communication system* essentially provides mutual comprehension of at least two people. The school developed semiotic, structural models of communication bring forward a systemic approach as a prerequisite for the development of communication entities. The communication is developing not only the personalities of individuals but also socio-economic entities, regardless of the context of occurrence, although bear influence that context.

Also, this model of development of organizational intelligence shows that the individual is the bearer of culture, abilities, skills, experiences and, especially, generating innovation and creation. Innovative and creative spirit, man is the difference between success and failure of various businesses.

Conclusions

Development of organizational intelligence is more complex than individual or collective one, but it can be addressed as development of intelligence entities (and individuals) to identify general and specific determinants, in which event it has a major role communicating. Is obvious its importance in the development of individual intelligence: man evolves through communication, regardless of context. But the context in which entities arise is created through communication. The individual is one who communicates voluntarily or involuntarily and thereby, on the one hand, expand their skills and communication skills, and on the other hand, change their behavior positively or negatively. Presentation of a development model of intelligence entities, from the idea that intelligence entities is "inherited and learned" not only give broad field reflections on the impact of communication on intelligence entities, but also the mathematical relations that can be identified and analyzed in this perspective.

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