

ISSN: 2316-6517



**International Journal of Knowledge
Engineering and Management**

v. 12, n. 34, 2023.



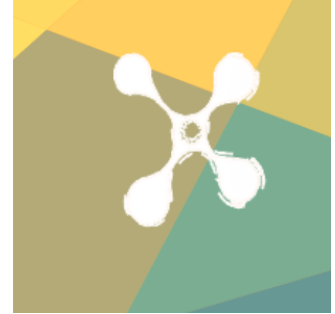
ijkem.ufsc.br

International Journal of Knowledge Engineering and Management,

Florianópolis, v. 12, n. 34, p. 01-37, 2023.

• ISSN 2316-6517 •

• DOI: 029327 •



A MODEL OF SOCIAL PARTICIPATION TO AVOID A NEW CRISIS OF GOVERNANCE IN BRAZIL

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Sistema de avaliação: duplo cego (*double blind review*).
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Abstract

Economic and political crises are demonstrating the importance of integrating society into the relationship between the State and the private sector in order to improve government action (political). Society can strengthen the role of the Public Administration (technical) if it is educated about the issues to be debated and also prepared to use modern tools for gathering and applying knowledge. In addition to a review of the literature on cultural intelligence and knowledge management, the paper presents the model of Cultural Intelligence - CI, Governmental Intelligence - GI and Social Participation - SP (CIGISP). The work concludes that CIGISP model is useful to identify how the learning by comparison with other values, beliefs and assumptions (CI) impacts the quality of social participation and therefore the GI.

Keywords: Cultural Intelligence, Knowledge Management, Governmental Intelligence, Popular Participation, Shared Governance



1. Introduction

Ohlig and Timmwe (2024) contribute to the discourse on the governance of education systems in the context of crisis and fragility, looking at crisis management in the education sector of the Democratic Republic of the Congo (DRC). The authors identified understandings of schooling and of their own agency as main factors explaining how different actors reacted to the crisis and also found generally limited advocacy for the right to education in the given crisis situation, in which mostly non-state actors took over the responsibility to fill gaps in the DRC's education system left by the state.

Similarly, in Brazil, it is very difficult to reduce the number of illiterates, especially functional illiterates. Three out of every 10 Brazilians aged 15 to 64 are considered functionally illiterate, that is, they cannot write even a simple letter (Functional Literacy Indicator-Inaf, 2018).

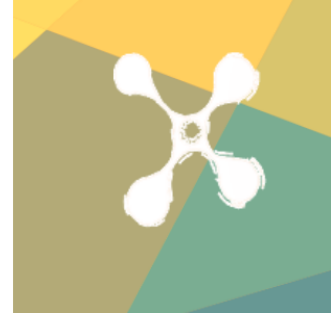
The issue of education in Brazil is key to quality social participation. As will be explained in detail in this work. Even though during the Dilma government there were attempts at social participation mechanisms, there was a lack of modern management tools for collecting and applying collective knowledge. And even worse: the quality of participation is of low quality given the level of education of the Brazilian people, who do not have a reading habit.

Market Research World published the World Culture Index (São Paulo Government, 2016), a ranking on different cultural habits of different countries, including reading. And when reviewing this last item, the countries that lead the habit of reading are truly surprising. The country that reads the most in the world is India, which has held this distinction since 2005. Indians dedicate, on average, 10 hours and 42 minutes a week to reading.

According to data from PISA 2018, among 66.3% of Brazilian students aged 15 and 16, the longest book ever read was no more than 10 pages.

According to the Retratos da Leitura survey carried out by Pro-Livro Institut and Ibope (2020) on behalf of the Pró-Livro Institute, 44% of the Brazilian population does not read and 30% have never bought a book, according to research.

In fact, social participation initiatives such as Dialoga Brasil and Dialogos Federativos created by the Dilma government were not enough to avoid a governance crisis (lack of support from society), which, if not handled well, led to a governability crisis (lack of support government) and the impeachment process.



The social participation and social control can be the best mechanism for reducing corruption and increasing the effectiveness of government programs and projects. But this is only true when society is prepared and when there are modern management tools for creating and applying collective knowledge.

To this end, the article seeks to show the relationship between two research models. The first, known as Culture-Knowledge-Intelligence (CCI) and the second Cultural Intelligence - Government Intelligence - Social Participation (CIGISP). As we understand the impact of culture on knowledge and intelligence, it makes it easier to understand the impact of knowledge management, in particular communities of practice, lessons learned and best practices, on cultural intelligence and social participation. While we're on the subject of social participation, it's also important to look at the existing model in the literature, the New Public Service, which has come to replace the New Public Management (NGP) model due to the high levels of corruption according to various researchers.

Offering a new perspective to the existing literature, this paper share the “famous” model for the Public Administration, the New Public Service (NPS), created to spread the idea that public service is seen as an extension of citizenship, and therefore both government and citizens need to abandon short-term interests and imitation of the competition of private sector of the New Public Management (NPM), assuming collaborative roles in building an educated and mature civil society.

The corruption impacts strongly the capacity of the society to collaborate in the government's projects and programs since all forms of keeping knowledge and decisions in the top level of the government, the consequences of the New Public Management (Hesse Adams (2007), Box et al., 2001), leads to corruption through isolation.

Wise (2002) warns that opposition to the New Public Management refers to its radical break with democratic governance (Box et al., 2001; Frederickson 1996; Doing and Wilson 1998; Lynn 2006; Rhodes 2016; Rosenbloom & Piotrowski, 2007; Savoie 1995; Stark 2002).

This article is structured as follows. In addition to this introduction and conclusions, section 2 makes a literature review about Cultural Intelligence, Knowledge Management, Governmental Intelligence and Share Governance (New Public Service Model). Section 3 presents the CCI model. Section 4 presents the CIGISP model by combining the various theoretical elements collected throughout the previous sections. Section 5 shows the Methodology and section 6 the discussion of results.



2. Literature Review

2.1 Cultural Intelligence

Grosch, Boonen and Hoefnagels (2023) consider the concept of Cultural Intelligence from four sub-dimensions. Individuals with a high level of Cultural Intelligence enjoy intercultural interactions and, by knowing the practices, norms and values of different cultures (cognitive CQ) and by being aware that culture can affect their own behavior and thinking of others (meta-cognitive CQ), are able to demonstrate appropriate verbal and non-verbal behavior (behavioral CQ).

Social identity theory (SIT) explains how individuals perceive themselves in relation to their belonging to a group, so that they tend to prefer interacting with those they consider similar and are driven by a search for positive results in relation to self-esteem and desire of reducing uncertainty (Hogg & Terry, 2000; Tajfel & Turner, 1979, 1986) and CQ can be useful when navigating cultural diversity (e.g., Earley & Ang, 2003)

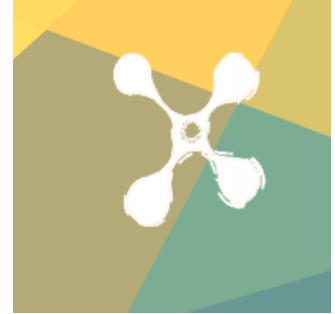
CQ has been described as an ability that allows individuals to recognize, adapt to, and take advantage of cultural diversity (Taras, 2020). Building on the notion of multiple intelligence, Earley and Ang (2003) conceptualized CQ as a multidimensional construct consisting of four facets: knowledge, meta-cognition, motivation, and behaviors.

Thomas et al. (2008) found that CQ refers to “a system of interaction of knowledge, experiences and skills that allows people to adapt, select and shape the cultural aspects of the environment in which they are”.

Kilduff and Cormican (2022) found that although it is clear that many factors affect intercultural communication, four main constructs emerge as being particularly important, namely empathy, communication, personality and openness to learn, as well as emotional intelligence.

Nowadays is clear that culture impact much more decisions than genetic and personality. During turbulent times (crises + pandemics + wars) it becomes more clear the impact of culture on knowledge and knowledge on intelligence. This will be analyzed along this work.

2.2. Integration of Knowledge Management and Governmental Intelligence Practices



Kanyundo, Chipetab and Chawinga (2023) explain that knowledge should not be understood as meaning the same as information. Knowledge consists of perspectives and concepts, judgments and expectations, methodologies and know-how, truths, facts and beliefs. In contrast, information is organized data and facts that can describe a particular situation or condition.

Knowledge management constitutes all processes in which knowledge assets are mobilized to create value for an organization. Knowledge is derived from information, which is processed data. Knowledge interprets the information available about a particular situation in order to determine what it means.

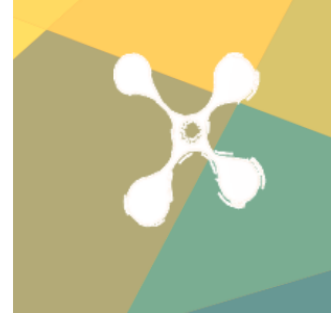
Knowledge management (KM) is a process of acquiring, exchanging, renewing and manipulating data, materials and knowledge within an organization so that productivity, efficiency, cost reduction are achieved and the best performance is achieved (Mehta & Tariq, 2020; Nonaka & Peltokorpi, 2006)

Hossain et al. (2022) state that leadership style influences the effectiveness of knowledge management. Transformational leadership influences corporate sustainability and knowledge management (Sunarsi et al., 2020). Change requires great leadership (Quddus et al., 2020) and the presence of a leader must demonstrate the ability to manage business difficulties and move the organization forward (Rai, Dua & Yadav, 2019). The transformational leadership approach also believes that the leader's actions help employees and organizations think more creatively. Purwanto et al. (2021) and Supriadi et al. (2020) in their research study argue that transformational leaders can have an effect on workers through knowledge management and inspire them through skill development.

Iqbal (2019) stress that Knowledge management in higher education aims to increase the effectiveness of knowledge and intellectual capital, achieving three main objectives: increasing the quality and efficiency of tasks, training human resources at all levels of operation, and expanding the field knowledge base of an organization.

Traditionally, KM practices have been used to capture knowledge, discover hidden knowledge repositories, and promote collaboration among employees (Kamble et al., 2018). Knowledge Management practices are grouped into three dimensions as proposed by Misra (2007): people, processes, and technologies.

Regarding people, the best known practices are: Forums (face-to-face or virtual) / discussion lists, Corporate education, Narratives, Coaching, Corporate University, Mentoring and groups of discussion.



With regard to practices in the area of process management, the most commonly used practices are: Internal and external bench-marking, Best practices, Bank of organizational and individual competencies, lessons learned , Competency-based management system and Management of intellectual capital.

With regard to practices in the technological area, we have the following practices: Electronic document management (EDM), Collaboration tools: Portals, internet and extra-net, Workflow systems, Data warehouses, Data mining, Content management, Enterprise Resource Planning (ERP) and Key Performance Indicators (KPI).

For this work, by virtue of having the focus on the quality of social participation to increase the effectiveness of government projects, the suggested practices are the lessons learned both internally and externally, the best practices that involve co-production of public policies. According to Rezaei et al. (2012), the concept of Organizational Intelligence - OI first appeared in 1967 and was raised by an American professor named Harold Wilensky. He concludes that organizational intelligence has a great impact on the efficiency and effectiveness of the organization as it considers the characteristics and quality of business knowledge in order to help in decision-making in an innovative way.

At this point, it's important to note the difference between efficiency and effectiveness. Efficiency is related to a better cost-benefit ratio, while effectiveness seeks a better result from the point of view of the target audience of a given action.

De Angelis (2016) considers OI the organization's ability to interpret and apply knowledge, thus increasing its adaptability in the environment. In this sense, OI results from a systematic processing of information and knowledge available internally in the organization and its external environment, used to improve the organization's ability to predict the future and adapt.

The Organizational Intelligence – OI – practices are used to improve the interpretation and synthesis of the knowledge generated: expert analysis, intelligent systems and advanced techniques, such as competitive hypothesis and modeling using structural equations.

Besides this important balance between creation (KM) and application of knowledge (OI), and of course better conditions for it (CI), it is fundamental to understand how to construct this collective action (shared governance), topic of the next section.

2.3. Shared Governance and the New Public Service (NPS)



The shared governance changes the current situation of community dependence on the government to an ideal situation of co-responsibility and citizenship in developing actions to improve the community's living conditions and provide greater effectiveness of public policies.

The social innovation would be a great solution for building a more educated population, capable of solving their own problems. This kind of innovation is a new way of thinking and creating public policies, from testing of new participatory institutional arrangements and integrated with decentralization assumptions, social control and participation of civil society and companies in searching of social capital, the unifying element of the contemporary society.

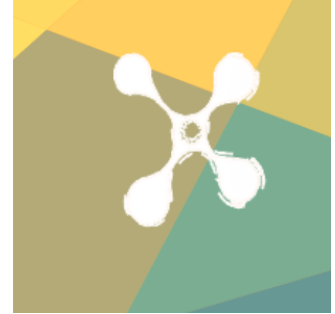
Moreover, civic engagement has a huge transformation potential in the development of people as human beings. Among the results of the collaborative process are human development, social benefit and the effectiveness of actions.

The federal government could create a fund and a Center for Research in Social Innovation to change the way social programs are designed and evaluated. The Social Fund would consist of public money, as well as private and philanthropic investment for the selected ideas of social entrepreneurs in order to help lift people out of poverty, particularly emphasizing personal responsibility. The government would reward the truly useful innovations to reduce social inequality.

One example is the Bank for Social Innovation created in Lisbon, Portugal. This bank adds 27 institutions, organizations and public and private companies that invest their assets in promoting social innovation. Among others, one of the initiatives of this bank is to promote innovative models and plans of shared governance, encouraging citizens to participate and cooperate actively in setting up innovative and sustainable solutions to the problems, needs and challenges of society.

The adoption of procedures to involve citizens in government seeks greater legitimacy and support for the actions, as well as additional knowledge that the government does not have to give answers to the growing social demands. Public organizations are not designed or structured to deal with the complexity of the contemporary world (Bourgon, 2009). It is therefore essential to create mechanisms to capture the collective knowledge, to prepare experts and facilitators to transform the relevant knowledge into practical intelligence.

Sharing knowledge and fostering partnerships are the foundation of organizational intelligence. The challenge of coordinating so many actors, organizations, interests,



alternatives, political projects and decisions is enormous for the rulers (Ferrarezi & Oliveira, 2011), because increasingly governments need to work with more actors, sharing responsibilities, risks and power to achieve results.

Collective intelligence can implement a project by spending minimal resources (efficiency), getting more effective results by verifying the need and opportunity for an action (ex/ante) and the extent that the result generated sustainable profit to the population (ex/post).

It seems intuitive the connection between planning and participation, as adequate knowledge about the problems to be faced (diagnosis) and the definition of corrective strategies and viable paths (proposition) tend to be better produced when the different actors involved in such problems take part in the process, providing information and knowledge from their different perspectives.

The proliferation of new forms of governance is an adaptation of political administrative systems to the diversity, complexity and dynamics of contemporary society. The result is a society with greater number of actors exerting influence and with a greater number of interactions between representatives of the various social interests.

Popular participation may be the constitutive element of a renewed notion of sustainable development. According to Sen (2000) the development of a society can be measured by the freedoms that its members enjoy. One of the roles of freedom refers to the condition of individual to carry out the development, the implementation of which would result in the person's ability to influence and participate in social issues (Sen, 2000).

According to Frey and Meier (2004), the collaborative process is founded on a tripod of actions in the areas of (1) mobilization, (2) awareness/participation and (3) the development of community projects and activities in order to give effect to the principles of empowerment, safety and participation.

The government's active policy must create a favorable environment and establish a set of rules, norms and laws capable of giving sustainability to participatory practices, and tools to apply the knowledge generated after a review process.

Scherer-Warren (2011) point out that public policy conferences are potential spaces of collective intelligence, in which state and society are mobilized to evaluate policies and practices and produce guidelines and proposals to be incorporated into the government agenda. They are also contexts for the development of networks and the participation of civil society in new forms of governance.



On the side of the government, there is the myth that society is not prepared to participate as protagonist of public policy, because much of the government sees society as an element that complicates decision making when they do not understand the problem context or when faced with political interests.

In building policies for popular participation is paramount to point out three major challenges:

- A. creating a knowledge within to co-creation and implementation of policies, programs, projects and activities.
- B. encourage and facilitate a concise and organized expression in online discussion.
- C. the tools / intelligent systems and experts to transform information into (context)and then into (application). Recognition of the importance the active participation on the part of citizens, private sector and civil servants for the creation of new knowledge, as well as intelligent systems and experts to facilitate / guide the collaboration and analyze this new knowledge generated should be the basis of a new governance model.

The challenges for the advancement of shared governance are:

1. Identify, systematize and reflect on the disastrous results of centralized government and sensitize the government and public servants on the importance and dynamics of shared governance.
2. Create a governance model, which is characterized by the involvement of government, private companies and civil society in decisions.
3. Create governance networks separated by topics with the participation of the agents involved in its preparation and execution of public policies.
4. Participation of public officials responsible for the programs under discussion as facilitators and motivators of the construction of the collective knowledge.
5. Institutionalize the practice of long-term planning (how to do) and management (how to analyse and improve), from the development of a strategy (what and why to do).
6. Continue the good projects and programs, regardless of the manager of the time.
7. Encourage the engagement of citizens in participating of development and implementation of public policies.



8. Allow people access in a relatively egalitarian way the mechanisms of popular participation and social control.
9. Shared governance brings new knowledge to the decision-making process, potentially increasing the effectiveness of government action in terms of social innovation.

The assumptions of social innovation, decentralization, social control and social participation are dependent on the creation by the government of modern tools for the collection and application of collective knowledge.

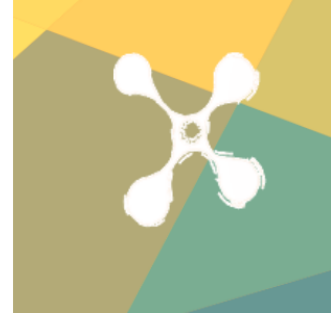
The actual model of Public Administration ends up generating an avalanche of information, underestimation of human capital, difficulty in utilizing collective knowledge, lack of effective results and loss of focus. In fact, public organizations go through a phase of "technological enthusiasm".

Denhardt and Denhardt (2000) argue that in the New Public Service (NPS) model values such as efficiency and productivity cannot be lost, but must be placed in the broader context of democracy, community and public interest. The public interest is best served by public servants and citizens committed to making important contributions to society.

We need a renewed sense of community and it is government that can play an important and fundamental role in this, by facilitating and supporting relationships between citizens and their communities through cooperatives, for example. Therefore, the pragmatic focus of administrative reform is to build formal and informal institutions that induce agents to cooperative behaviors.

According to Denhardt (2007), the basic principles of the NPS model are:

1. serve citizens, not consumers: as public service is seen as an extension of citizenship, both government and citizens need to abandon short-term interests, assuming collaborative roles in building an educated and mature civil society.
2. Pursue public interests: in the NPS the administrator is merely the arbiter of the public interest.
3. Give more value to citizenship and public service than to their entrepreneurial vision: public administrators work within complex political networks and their work must involve citizens in the development of public policies, which shapes politics and builds citizenship.



4. Think strategically and act democratically: policies and processes must be developed through collaborative processes, so that citizens can be involved in the public policy-making process rather than seeking only to satisfy their short-term demands.
5. Recognize that accountability is not simple: accountability in public service is what comprises the balance between rules and responsibilities that presupposes moral issues, public law and public interest. Thus, public administrators must correspond to the norms, values and preferences of the complex system of shared public governance.
6. Serve rather than lead: officials must use values-based leadership to help citizens articulate and satisfy their shared interests. They must share power and lead with commitment, integrity, respect and empowerment.
7. Value people, not just productivity: Public organizations have a better chance of being successful if they operate through collaborative processes and shared leadership based on respect for people. Respect for people is acquired from the very socialization provided by shared governance and the consequent search for effectiveness.

The New Public Service – NPS (Denhardt and Denhardt, 2000) is a good structure in between government and society and motivate also the private sector to change towards this collaborative model in order reach the target (the society).

3. Methodology

The chosen methodology is a literature review. Snyder (2019) highlights that literature review as a research method is more relevant than ever. Traditional literature reviews often lack exhaustiveness and rigor and are carried out ad hoc rather than following a specific methodology.

This work carries out an integrative review of the literature on knowledge management, organizational intelligence and cultural intelligence. More than just a literature review of each construct studied, the relationship between them was investigated using two research models.

Integration occurs not only in the bibliographic review itself, in which the intersection between these concepts is demonstrated through different sources, but also through the research model in which all constructs are present.



The articles on social participation and management crisis, in addition to knowledge management and organizational intelligence, were selected based on the analysis of their relevance to explain the relationships between these constructs, contemporaneity and contribution to the scientific community, in terms of theoretical and practical implications.

4. The Culture, Knowledge and Intelligence model (CKI model).

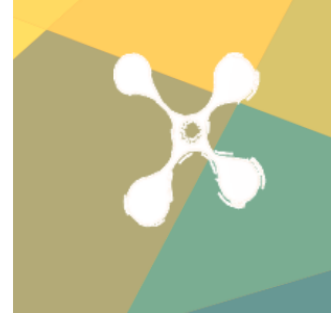
Roland (2015) shared some practical explanations about the formation of cultures and highlights that a vibrant new literature on the economics of culture has developed in recent years. A large part of this literature examines the effects of cultural values and beliefs on socio-economic outcomes.

The first definition of culture that was formulated from an anthropological point of view belongs to Edward Tylor, in the first paragraph of his book *Primitive Culture* (1871). Tylor (1871) also sought to demonstrate that culture can be the object of a systematic study, as it is a natural phenomenon that has causes and regularities, allowing for study and analysis with the aim of providing the formulation of laws on the cultural process and evolution.

Kroeber (1949), despite considering genetics, goes further and states that man only differs from animals thanks to culture. For him, man is a being that is above his organic limitations, culture is a cumulative process throughout a learning process, that is, man accumulates experiences and, therefore, culture. This is in line with Hart et al. (2012) research on education as freedom since the elements of culture - beliefs, values, assumptions and traditions - are directly related to education and as a consequence of freedom, to participate, to collaborate, for example, with the creation and development of agricultural cooperatives. In other words, create a culture that motivates cooperative learning, collaboration to face bureaucratic difficulties, climate change, lack of water, soil quality, etc.

Umuteme et al. (2023) define culture from the perspective of learned beliefs and values, which reinforce behavior both personally and as a group, or society, nation. For Schein, culture is beliefs, values, assumptions and traditions, and it also thrives in the presence of underlying assumptions (Schein, 1985).

Culture is always very difficult to change, due to the fact that beliefs, values and traditions are rooted in organizational culture, and that is why many organizations and governments focus on the organizational climate and the easiest part of influencing culture, assumptions.



Cultural assumptions, such as artifacts and symbols, can influence the work climate in an organization (Schein, 1985) and are expected to create an environment conducive to successful teamwork.

In this regard, Espinoza-Santeli and Jiménez Vera (2018) conclude that organizational climate (OC) management is a commitment and co-responsibility to improve the quality of life of people who belong to an organization

The Student's T test for the Pearson correlation coefficient allows us to determine whether there is a relationship between the variables, or whether it is the same, making inferences about the relationship or independence between the variables.

Umuteme et al. (2023) found a correlation between Organizational Culture and Leadership. The values were 0.48 for the Person R and 7.93 for T Statistics.

Umuteme et al. (2023) maintain that the strong control of organizational culture over team effectiveness creates an environment in which members enjoy a relationship of exchanging knowledge and experiences with leadership. This is corroborated in the literature (Alvesson, 2003) which highlights that by emphasizing organizational culture, projects can achieve several advantages. Firstly, a strong and well-defined culture can promote a sense of unity and shared purpose among team members. When employees are aligned with the organization's values, mission, vision and goals, they are more likely to work collaboratively and harmoniously towards the success of the project.

The main thing is to build a climate, and gradually a culture, in which instead of focusing only on individual gains, rewards, benefits and higher positions, employees are encouraged to prioritize the collective achievement of the project's objectives and purpose. This creates an environment that promotes cooperation and teamwork, allowing for a smoother and more effective design, execution and review of the project.

According to Kroeber, culture is a cumulative process, resulting from all the historical experience of previous generations. This process limits or stimulates the individual's creative action.

Kroeber (1949) agrees that there is no correlation between genetics and culture, for example, anyone born, regardless of where they were born, absorbed the culture of the place where they grew up. Kroeber goes further and states that man only differs from animals thanks to culture. Because man is a being that is above his organic limitations, culture is an accumulative process, it is said, man accumulates experiences and, therefore, culture.



1. Culture, more than genetics, determines behavior and determines your actions.
2. Man ages according to his cultural standards. His instincts were partially nullified due to the long "evolutionary process" that took place.
3. A culture is a cumulative process, resulting from all the historical experience of previous generations. This process limits or stimulates the individual's creative or non-creative action. As noted by Hofstede (2001), culture has the power to shape the minds of individuals, establishing shared values that are specific to the members of a given group. Empirical evidence consistently supports the notion that culture has a beneficial impact on psychological reasoning processes (Levy & Shiraev, 2017). Cultural influences contribute positively to the way individuals think and make rational decisions, highlighting the important role that culture plays in shaping cognitive processes.

Leidner, Alav I & Kayworth (2006), Deal and Kennedy (2002) and Tweed and Lehman (2002) suggest that the way in which individuals perceive, organize and process information and the way in which they communicate with others and the way in which understand, organize and generate knowledge and solve problems, is related to culture.

Culture, more than genetics, determines behavior and determines its actions (Kroeber, 1949).

Umuteme et al.(2023) posit that factors such as values, norms, beliefs and practices embedded in organizational culture significantly shape the overall project environment and affect team dynamics.

Rothberg and Erickson (2004) maintain that knowledge is static and, ultimately, only has value if people use it (intelligence).

Based on the previous theoretical foundations, the Culture-Knowledge-Intelligence (CCI) model is constructed, which is shown in Figure 1.

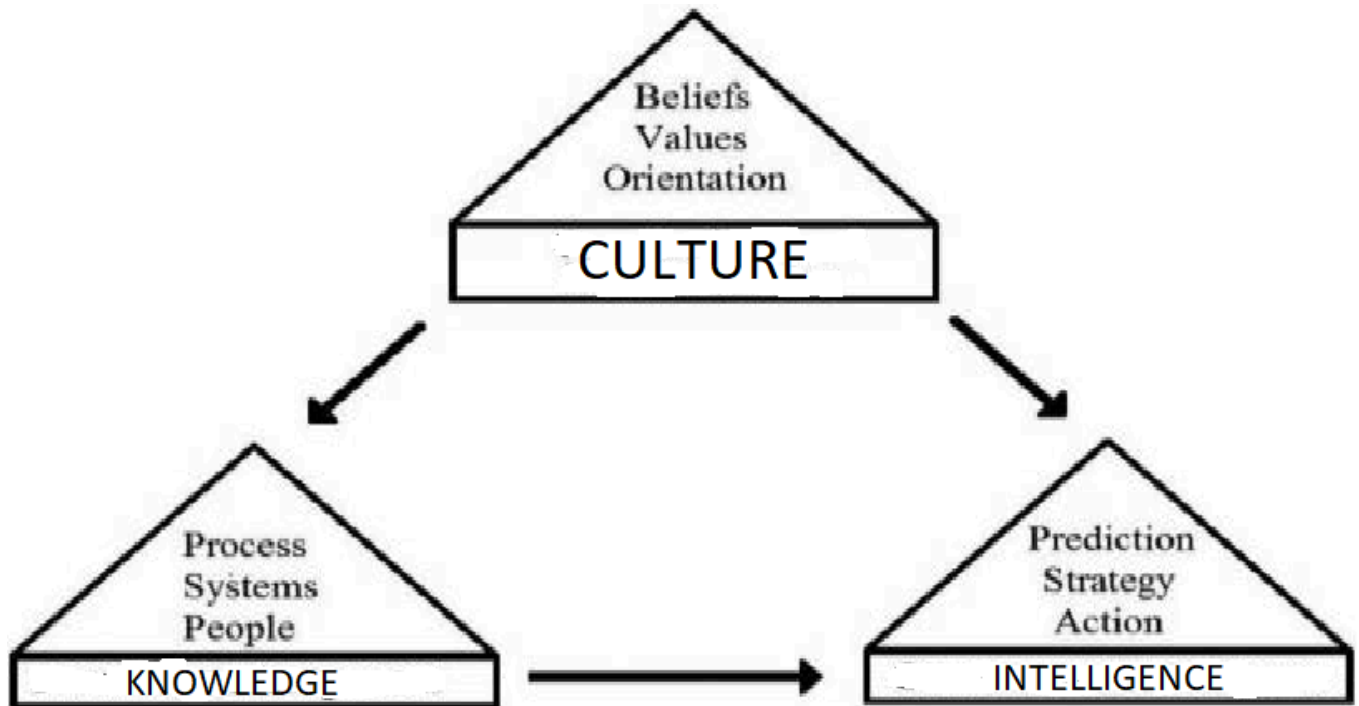
The premises of the CCI model are:

- A. Culture is formed by beliefs, values, assumptions and traditions of a society (Shein, 1985)
- B. The central argument is that, for education to be successful in its tasks, the curriculum as its core must be restructured or reformulated around the four pillars of learning: learning to know, learning to do, learning to live together and learning to be (Smith, 2018)



- C. The three pillars of intelligence are: prediction, strategy and action (Rothberg and Erickson, 2004)

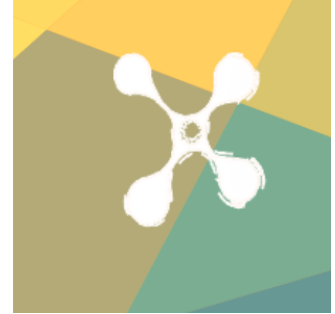
Figura 1 - CCI model



Source: adapted from Choo, 1998

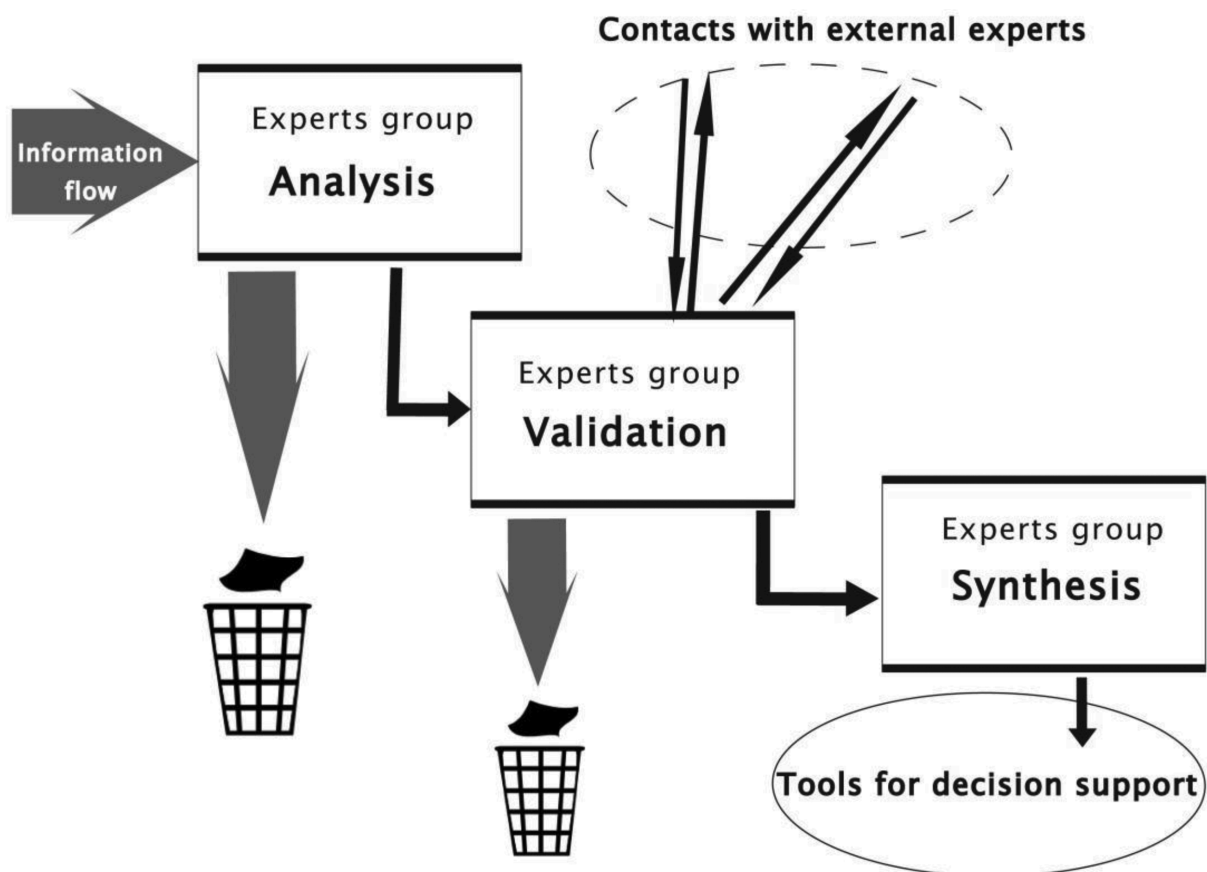
Knowledge is socially constructed with collaborative activities (knowledge management Practices), but access to that knowledge does not mean success in decision making (Rothberg & Erickson, 2004). In this regard, Choo (2010) finds that an excess of information can befuddle

This model proposes that internal and external knowledge are both developed and held within the organization in Knowledge Creating processes. Environmental signals are perceived and interpreted in Sense-making processes, and both structures serve as foundations for goal-directed organizational action in Decision Making. Noteworthy is that the model places interpretation at the center of organizational intelligence in order to balance conservatism (interpreting inputs according to existing beliefs) with entrepreneurship (interpreting inputs for the exploration of new alternatives) (Choo, 2010).



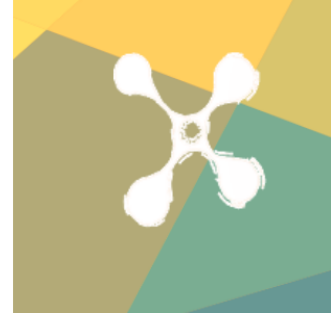
Although the new knowledge gained from the application of KM practices enables the organization to act in new ways, it also produces overload of information (Organization for Economic Cooperation and Development [OECD], 2003) and introduces new forms of uncertainty at a time when there are new alternatives and new results as we can see in the figure 2.

Figure 2 - The synthesis process



Source: L'intelligence économique: techniques and outlis (Jakobiak, 2009).

In those moments of uncertainty, organizations must have high levels of intelligence to interpret, integrate, combine, and filter the relevant knowledge to the police maker.



Organizational intelligence depends on a structured network of “expert analyzers” who offer their technical skill, knowledge, and personal experiences to support the sense-making and decision-making processes. They engage with the intelligent systems by validating information, discovering relationships between pieces of information and conducting analyses, providing the pathways for knowledge to become intelligence that is actionable (answer “sowhat” questions and are future-focused).

OI tools combine a mix of socio-technical elements such that a. the subjective evaluations of the online discussion, led by hosts, facilitators, and subject matter experts, with b. real-time feedback from text mining and semantic analysis of the online discussion.

These tools contribute to deep structural changes and transformations in the social climate, the collaborative culture, and the role of internal collective intelligence (Chauvel et al., 2011).

The idea behind the OI tools is to transform the models of “crowdsourcing” that apply “wisdom of crowds” in the “wisdom of experts” to solve complex problems.

5. A model of Cultural Intelligence, Social Participation and Organizational Intelligence with the support of KM and NPS

Participation and social control are the main elements of a government shared between state and society to improve the effectiveness of public policies. Shared governance generates relevant knowledge and the government should organize, transfer and use that contribution. The collective knowledge has the potential to change the values, beliefs and assumptions of public actors, especially when added to learning from other countries and cultures.

Figure 3 shows the model of Cultural Intelligence - CI, Governmental Intelligence - GI and Social Participation – SP (CIGISP) to improve the effectiveness of public policies

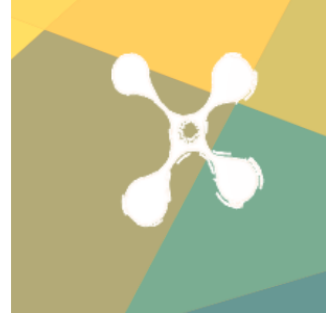
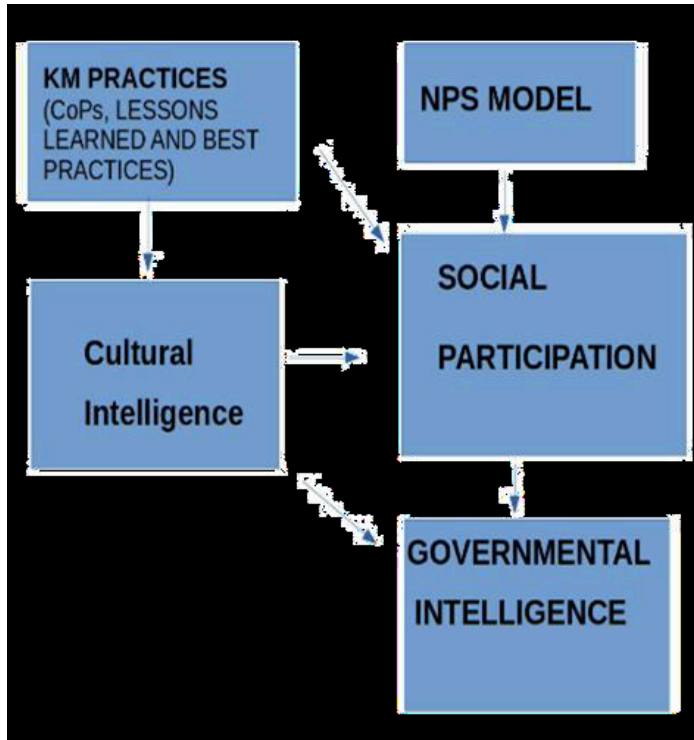


Figure 3- The CIGISP model



Source: De Angelis (2024)

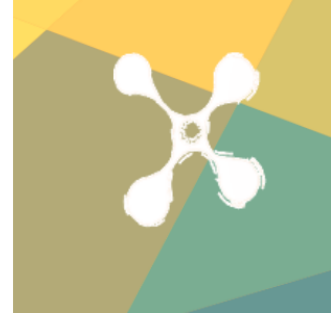
6. Discussion of results

The impact of democratic values on the creation of communities of practice was found by Sullivan-Owomoyela and Brannelly(2009). .

Sullivan-Owomoyela and Brannelly (2009) highlights that the dialogues will be grounded on reflection and research on democratic norms, values and principles and their relationship to the key issues of globalization and development.

Pogrebinschi and David Samuels (2014) states that participatory practices can deepen actually existing democratic regimes by opening the doors for extensive civil society influence over national governance.

Cultural Intelligence is the key tool to reach maturity through get involved with different values, believes and assumptions and learn by comparison with other cultures. Culture intelligence - CI impacts Social Participation - SP, in particular when the civil society learn with more collaborative citizens. CI also impact Governmental Intelligence - GI by the time that the government along with the public administration realized the necessity of a qualified



and organized social participation to reach higher levels of effectiveness, which shows the impact, or better, the contribution of SP in improving GI.

The relationships between the constructs of the CIGISP model are shown below.

6.1 The impact of Communities of Practice on organized civil society

Zboralski (2005) found that the concept of communities of practice (CoPs) has gained considerable attention as one of the central means of implementing knowledge management.

Mohajan (2017) holds that CoPs plays an important role in the sharing of knowledge and creating value for both their members and organizations.

6.2 The impact of Knowledge Management on Culture Intelligence

Studies in KM today underscore the inseparable relationship between KM and Organizational Culture, given the importance of an accurate culture to apply KM practices (Davenport and Prusak, 2000; Nonaka and Takeuchi, 1995; Gold et al., 2001; Lee and Choi, 2003; Donate and Guadamillas, 2010). Organizational Culture is basically a theoretical explanation for the means by which an organisation accomplishes its objectives (Schein, 2014).

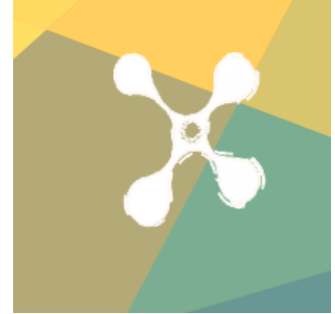
Newman and Nollen (1996) highlight the differences in National Culture that call for differences in management practices. Ang and Massingham (2007) found that the impact of NC may be isolated at the process level of KM practices, providing more flexibility and manageability.

Anantatmula (2010) found that different cultures understand knowledge and its value differently. It is a challenge to develop KM processes for knowledge capturing and sharing in global projects where cultural diversity is a norm.

6.3 Knowledge Management on Cultural Intelligence

According to (Ang et al., 2007) people with high level of Cultural Intelligence are able to better apply knowledge by developing skills of strategy and leadership (intelligence).

6.4 Knowledge Management on Social Participation



Sousa-Silva and Davel (2014) found that by engaging in learning contexts, people engage in dialogue, negotiate meanings based on their professional and everyday experiences, energize their individual reflection processes, and contribute to the reflection of others. The NPS model also is important to flourish social participation, however in opening space for that. Other researchers support this conclusion.

6.5 New Public Service on Social Participation

According to Denhardt (2007) under the NPS model the public sector give more value to citizenship and public service than to their entrepreneurial vision: public administrators work within complex political networks and their work must involve citizens in the development of public policies, which shapes politics and builds citizenship.

6.6 Cultural Intelligence on Social Participation

Bucher (2007) concludes that CI is about awareness of our values and those of others, and the relationships between people's values, behaviours, and cultural backgrounds. It is paramount to highlight that De Vita (2001), Kennedy (2002) and Tweed and Ledman (2002) suggested that by influencing the way individuals perceive, organize and process information, the way they communicate with others and the way they understand, organize and generate knowledge and solve problems, culture is inextricably limited to learning approaches and preferences.

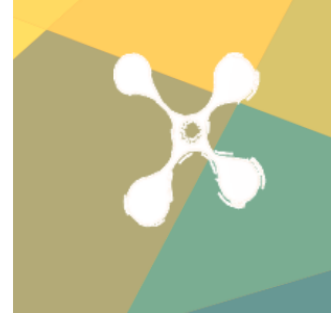
6.7 Cultural Intelligence on Governmental Intelligence

Rockstuhl et al. (2011) contends that theory and research suggest that CI facilitates expressive bonding and shows the value of cultural intelligence as a critical leadership competency in today's globalized world.

In the same sense, Akgun et at. (2007) argue that OI, that is GI in the macro level. It is an everyday activity cognitively distributed and demonstrated by people's behavior, their culture, and their organizational routines.

6.8 Social Participation on Governmental Intelligence

Tapscott et al. (2008) emphasize that we are in an era in which power, the government's authority and the legitimacy of public policies will become even more dependent on



interactive democracy. Therefore, the public value is no longer provided only by the government but by collaboration.

The CIGISP model shows the collective knowledge by social participation generates a new awareness in relation to the supremacy of the public interest.

Share governance with government, society, market, and other countries is paramount to improve the effectiveness of public projects.

The model provides the foundation to develop the corporate social responsibility by the exchange of knowledge and experience, which is potentially intelligence.

The objective of this model is to provide a strategy for improving the quality of social participation by opening the process of creation of knowledge and decision-making. The internal actors should also go through a process of learning with other cultures, which is fundamental in an increasingly globalized and complex world.

It is clear when analysing the CIGISP model that KM practices facilitate both the collection of learning by comparison with other cultures (cultural intelligence), as the social participation itself (organizes and creates collective knowledge), which also receives direct contribution of cultural intelligence.

It is important to note that all this is greatly facilitated by the NPS model, which seeks exactly this shared governance, which aims, if facilitated by practices of organizational intelligence (at the macro level called Governmental Intelligence), in particular the motivation and analysis of the CoPs by experts on the topics under discussion (discussion groups on issues that impact society directly).

7. Conclusion

The article demonstrated the impact of culture on knowledge and intelligence, as well as the impact of knowledge creation on its application. Thus, it became more evident that the inclusion of society in the relationship between government and the private sector, when prepared and organized, leads to greater effectiveness of public policies.

The model proposed in this work, the CIGISP model, consider that the distinction between politics (government) and technique (public administration) would only be softened if the decentralization of knowledge and decision-making power is evoked through the involvement of society and the bureaucrats themselves in the design of public policies. It is administrative reform, with a societal aspect (shared governance), that drives the end of the political culture of exchanging positions for support, and not the other way around.



As one of the responses to the economic and confidence crisis the public space comes to identify more with society, and less with the state. We are evolving from Hobbes (State Sovereignty) to Locke and Rousseau (People's Sovereignty). Govern with the society, rather than govern the society, makes the beneficiary able to contribute to the development of the strategy, planning and management of various programs and projects, improving the quality of expenditure and public action. Citizen participation and the establishment of partnerships help in the transformation from a short-term culture of mistrust to one long-term culture of collaboration.

The state must realize that participation and social control take into account the issues of power and divergent interests in any public project.

From this understanding, the state should be open to knowledge of the society and the other countries in order to win the confidence and economic crisis arising from the isolation and maintenance of the status quo policy.

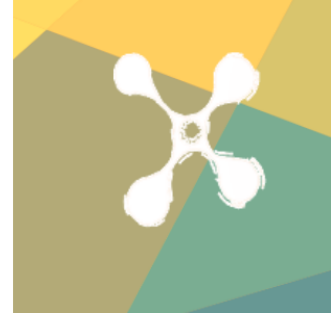
As discussed in this article, the crisis is an opportunity to revise beliefs, values, assumptions and behaviors in search of better results. The destructive side of officialdom led to economic, social, moral crises and other forms arising from the mother of all crises, the crises of perception. The CIGISP model showed that the exchange of knowledge between state and society, fueled by learning from other countries can shift the focus of government action for the supremacy of the public interest and the effectiveness of public policies, which automatically reduces corruption.

One of the limitations of the study was that it focused on the literature review. For future studies, it is suggested that interviews or questionnaires be conducted in at least one of the institutions participating in the social participation policy created by the new government. In other words, future studies could use the methodology of interviews with public managers and organized civil society to understand how collective knowledge is collected and applied in the federal government's new social participation initiatives.



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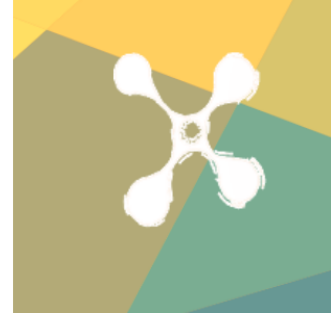
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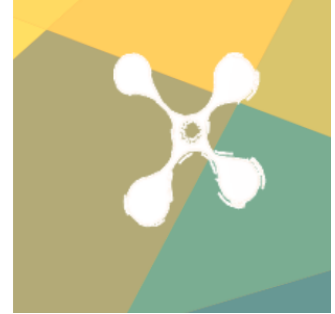
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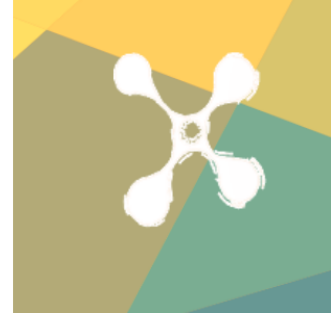
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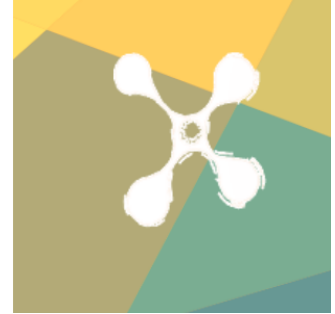
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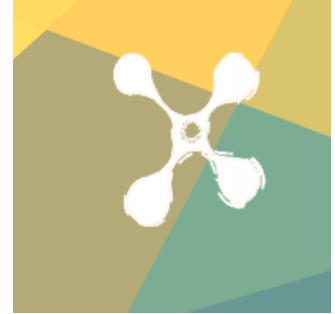
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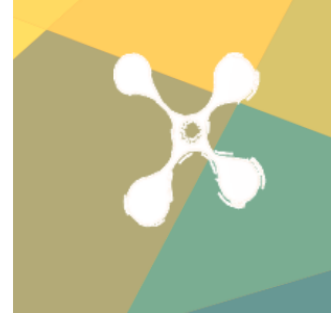
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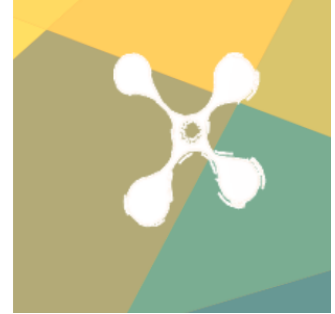
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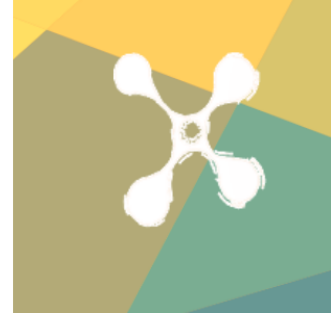
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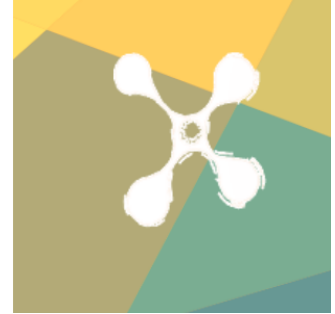
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