ORGANIZATIONAL AND COMMUNICATION SUPPORT OF THE PROCESS OF DECISION MAKING IN THE EDUCATIONAL SPHERE

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Abstract. This article examines the essence of the definitions of management decision and decision-making, highlighting the essential components of these definitions. This later allows us to provide the authors' definition of the concept of organizational and communication support of the decision-making process in the educational sphere. The article analyzes decision-making models that can be extrapolated in educational institutions under reform conditions. The Rational model is highlighted as a priority decision-making model for the educational sphere. Unlike existing models, the Rational model differs in a significant number of economic criteria, which helps to make accurate decisions among existing alternative choices. The communication process is considered, taking into account the stages of decision-making, where the relationships and correlations between actions at each stage of decision-making are revealed. This subsequently makes it possible to form a matrix of the interrelationship of factors of the development of organizational and communication support and stages of decision-making. The study of organizational and communication support for the decision-making process in higher education institutions makes it possible to schematically depict a complex organiza-

tional structure, where close communication links between departments are defined. It is noted that information about decisions is mainly provided remotely through the internal module of information and communication support. This allows the administrative and management unit to distribute management information for execution simultaneously to all units, eliminating the distortion of information. It also enables the educational institution to effectively interact with the external environment. The selected components of the organizational and communication support of the decision-making process allow a comprehensive approach to the substantiation of the hypothesis, which is based on the perception of organizational and communication support as necessary tools that have an impact on the quality of the decision-making process in the educational sphere.

Keywords: organizational and communication support, decision-making process, management decision, educational sphere, institutions of higher education.

Reikšminiai žodžiai: organizacinė ir komunikacinė pagalba, sprendimų priėmimo procesas, valdymo sprendimai, švietimo sfera, aukštosios mokyklos.

Introduction

In the globalized world, the educational sphere is a determining factor in the accumulation of the intellectual capital of any country, where national self-assertion is symbolized in a global dimension. The successful solution of the organization's tactical and strategic tasks depends to a large extent on the effectiveness of the management activities of personnel. Transformational processes, accompanied by systemic changes in the organizational structure of educational institutions, increasingly encourage managers to possess communication tools and modern technologies for careful processing of information that comes from the external environment in order to make a correct decision. In the conditions of growing competition, educational institutions are required to constantly work on improving the quality of education, which is possible through the implementation of organizational and communication support for the decision-making process in the educational sphere. Organizational and communication support for the decision-making process is important for the purpose of effective educational activity by the heads of the educational institution. After all, every day the heads of divisions and departments face situations where it is necessary to make correct decisions. Therefore, the key success factor in solving the issues of correct decision-making is organizational and communication support of managers' activities, which must be aimed at meeting the modern needs of all participants in the communication process, including consumers of educational services and other stakeholders.

1. Literature review

A large number of scientists have devoted works to the study of the nature of management decisions and the decision-making process – in particular, Pryimak (2011), Chopenko (2011), Melnyk (2005), Fayol et al. (1992), Mala (2010), Honcharov (2003), Gavkalova et al. (2022). An unusually large number of researchers from various fields of knowledge have paid attention to the issue of managerial decision-making in the management system. Thus, Kvasnytska and Derykot (2011) investigated the stages of the process of making managerial decisions. The study of decision-making processes in organizations was the subject of the work of Simon (2001), Eilon (1969),

Dehtjare et al. (2020), and Dehtjare et al. (2019). These studies investigated communication support in the educational sphere and the role of information and communication technologies in distance learning. Studying communication in the organization, Milner (2011) emphasized the importance of horizontal connections. Gavkalova et al. (2022) determined the special role of information and communication technologies in public administration. The individual achievements of organizational support in the organization were discussed in the works of Sopelana et al. (2010). Hryshyna (2017) researched tools for activating the organizational and communication support of personnel management activities. The specifics and peculiarities of the organizational and communication support of the decision-making process in the educational sphere are practically unexplored. The multifacetedness of the decision-making process and the unsolved problems related to its organizational and communication support in the educational sphere determined the need to research issues in this direction.

The purpose of this study is to substantiate the organizational and communication support of the decision-making process in the educational sphere. To achieve this goal, it is necessary to solve the following scientific problems:

– justify the essence of the definitions of management decision and decision-making:

– analyze decision-making models that can be extrapolated in educational institutions under reform conditions;

– consider the communication process, taking into account the stages of decision-making;

– determine the components of organizational and communication support for the decision-making process in the educational sphere;

– form a matrix of the interrelationship of factors of the development of organizational and communication support and stages of decision-making;

– propose a definition of the concept of organizational and communication support of the decision-making process in the educational sphere;

– propose a scheme of organizational and communication support for the decision-making process of a higher education institution.

2. Research method

The following scientific methods were applied to the study: system analysis, content analysis, the comparative method, the method of logical generalization, the morphological method, and the dialectics of the relationship between fundamental and applied knowledge. Theoretical methods of scientific research were used, including inductive and deductive methods, to highlight the key components of the definitions of management decision and decision-making, and to present the authors' definition of organizational and communication support for the decision-making process in the educational sphere. Content analysis made it possible to form a matrix of the relationship of factors of the development of organizational and communication support and stages of decision-making, which includes: the characteristics of actions that are carried out at each stage of the decision-making process, the methods by which the procedure is carried out, and a list of factors of the development of organizational and communication support of the decision-making process. The methods of analysis, synthesis, and theoretical generalization made it possible to propose a scheme of organizational and communication support for the decision-making process of a higher education institution and to determine the components of organizational and communication support for the decision-making process in the educational sphere.

3. Findings and discussion

In modern educational organizations, personnel management covers all structural subdivisions of management decisions. After all, decision-making in educational institutions at all levels is central to their management system, as it serves as a unifying factor for other management functions and is the final stage of the management process that determines its outcome.

Basic studies of the concept of a decision or a management decision are represented sufficiently widely by the works of international and domestic scientists in the field of general management, as well as in administrative and pedagogical management. The definition of a decision was discussed by Melnyk (2005), who noted that a decision can be considered a result, as it arises as a result of the manager's activity in forming a conclusion about the need to apply or limit certain actions. It can also be considered a stage of the management process which results from the relationship between functions management, and is a prerequisite for management actions. Making a decision involves the presence of several alternatives. Therefore, a decision is a choice of one alternative. The more alternatives there are, the more objective the decision will be.

Decision-making in any organization is a process of managerial activity. Therefore, along with the definition of a management decision, it is important to consider the definition of decision making. In various spheres of human life, the definition of management is quite widely used. Fayol et al. (1992) spoke about defining management by defining the management of a set of functions. Fayol et al. considered the management process to be an activity to realize the goals of the organization, observing that "management is a process that means predicting, organizing, directing, coordinating and controlling. Anticipate – take into account the future and establish a program of actions; to organize – to build a double organism of the enterprise: material and social; to dispose – to force personnel to work accordingly; to coordinate – to combine and connect all actions and all efforts; to control – to make sure that everything happens according to the established rules and given orders." A general presentation of the definitions of the concepts of management decision and decision-making are presented in Figure 1, with the selection of the essential components of these definitions.
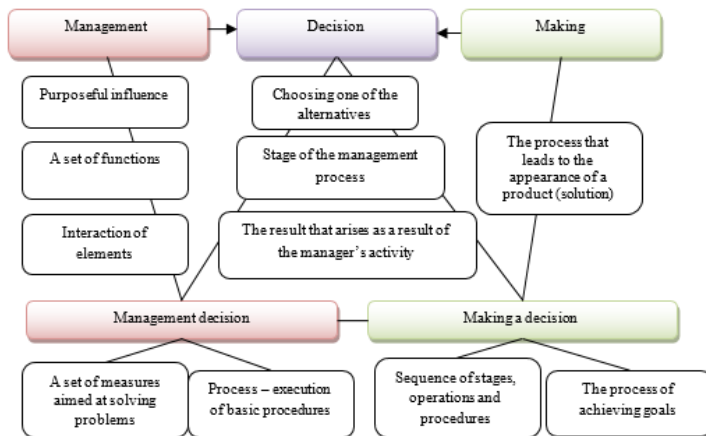

Figure 1. Essential components of the concepts of management decision and decision-

making

Source: systematized by the authors

The management decision concept has two meanings, acting as both a process and a phenomenon. This was discussed in full by Kvasnytska and Derykot (2011), where a management decision was considered to be a set of measures aimed at solving the problem under consideration, in the form of a resolution or decree in oral or written form. The second meaning defines a management decision as the implementation of eight main procedures: information preparation; development of options; agreement of options; selection of one option; approval; implementation; control of the implementation of a management decision; and informing the initiator of the decision.

The definition of a management decision was also discussed by Pryimak (2011), who defined a management decision as a set of measures to select the optimal option from a set of possible options. These measures are carried out by a manager or a group of managers within the limits of their official powers and competence, and are aimed at achieving various goals of the organization. This was further discussed by Mala (2010), where the phenomenon of the concept of a management decision manifests in the processes of making and implementing management decisions, an important part of which is the psychological aspect.

Regarding the essential characteristics of a management decision, Melnyk (2005) noted that: the decision arises as a result of the emergence of a certain problem; the adoption of a decision presupposes the emergence of a person responsible for its implementation; and responsibility for the consequences of the adopted decision requires consideration of alternatives for solving the problem in order to choose the best option.

The interpretation of the word *making* was discussed by Mala (2010), who noted that the definition of acceptance is determined by the process that leads to the emergence of a product – that is, a decision. Decision-making is a field of management art. The choice of rational decisions consists in choosing the right methods and techniques which in a specific situation have the greatest potential for influence. Decision-making is the most important criterion in the evaluation of the manager's skills and abilities, on which the results of the organization's activity depend.

Along with communication, decision-making is one of the most important intra-organizational processes. The peculiarity of this process was discussed by Honcharov (2003), who highlighted the direct focus on achieving the goals of the organization or management body. Eilon (1969) talked about the decision-making process, describing it as a series of steps starting with the derivation and analysis of information and ending with a decision, and entailing the selection of one solution from several available alternatives.

Chopenko (2011) said that the number of alternatives depends on the organization's access to information from the external environment and the organization's organizational and communication support. The author noted that in the technological aspect, the decision-making process is a sequence of stages, operations and procedures, between which there are direct and reverse connections. At the same time, the actual number of stages, operations and procedures may vary depending on the complexity or type of problem being solved.

The decision-making process was also discussed by Mescon et al. (1998), where the authors provided a more detailed breakdown of the decision-making process into stages: problem diagnosis; formulation of limitations and decision-making criteria; definition of alternatives; evaluation of alternatives; choice of alternatives; implementation of an alternative; receiving feedback; and correcting the decision.

Thus, we note that the decision-making process occurs from the moment that a certain situation that needs to be resolved arises. In order to develop a high-quality educational strategy, the management staff must have a set of decision-making tools based on the collection of meaningful information, which will provide an opportunity to carry out an in-depth analysis of the educational process and educational activities. Going through certain stages of the implementation of decision-making, the decision is completed with the choice, which results in solving the problem.

The choice of a model based on a number of stages of decision-making depends on the peculiarities of the functioning of educational institutions in the conditions of reform. The characteristics of decision-making models are presented in Figure 2.
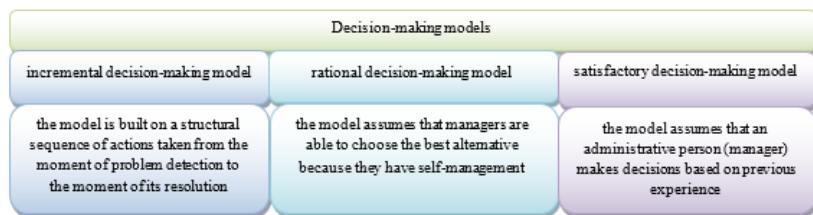

Decision-making models		
incremental decision-making model	rational decision-making model	satisfactory decision-making model
the model is built on a structural sequence of actions taken from the moment of problem detection to the moment of its resolution	the model assumes that managers are able to choose the best alternative because they have self-management	the model assumes that an administrative person (manager) makes decisions based on previous experience

Figure 2. Characteristics of decision-making models
Source: systematized by the authors

Each decision-making model has its own characteristics. This was discussed by Simon (2001), who pointed out that the satisfactory decision-making model is characterized by decision-making. An administrative person who makes a decision does not consider all alternatives, but stops at the one that satisfies the requirements of their activity or their own aspirations at that moment. The model of incremental decision-making involves going through many cycles until the problem is solved. As a priority decision-making model for the educational sphere, we note the rational decision-making model, where a significant number of economic criteria help to make an accurate choice of decision from existing alternatives.

Usually, the decision-making process covers three main phases: preparation, adoption and implementation. This was discussed fully by Simon (2001), who identified and described three stages of the decision-making process: the search for the reasons for the need for decision-making – intelligence activities; the development and analysis of possible areas of activity – project activity; and choosing a certain course of activity from among the possible alternatives – activity by choice.

Transformational processes in the educational sphere lead to the reorganization of the management structure, accompanied by changes in the construction of communication links between the participants of the educational process, which in turn has an impact on decision-making processes. The process of decision-making by management personnel in an educational institution is quite complex. Complexity is confirmed by the presence of an organizational structure with communication flows with vertical, horizontal and diagonal connections. The number of communication flows between departments of the organization is directly proportional to the number of alternatives that make it difficult to make a decision.

The educational sphere in each country is regulated by the Law "On Education." As an example, we will consider the Laws "On Education" of Latvia and Ukraine, where we will consider the forms of education of the two countries. The Law "On Education" of the Republic of Latvia allo-

cates the following forms of education: full-time; extracurricular, including remote; self-education; and education in the family. The Law of Ukraine "On Education" distinguishes the following forms of education: institutional (whether full-time during the day or evening, or part-time, distance, or network); individual (whether external, with the family at home, via pedagogical patronage, or at the workplace or place of production); and dual. At the beginning of the COVID-19 pandemic, which affected every country, the educational sphere began to reorient towards the distance form of education. This complicated the decision-making process for managers, which prompted to the improvement of their organizational and communication support. Distance learning, according to the Law "On Education" of the Republic of Latvia, is a type of extramural form of education which is characterized by specially structured educational materials, an individual learning pace, the specially organized evaluation of educational achievements, as well as the use of various technical and electronic means of connection. According to the Law of Ukraine "On Education," a distance form of education is an individualized process of education which takes place mainly through the mediated interaction of distant participants in the educational process in a specialized environment that functions on the basis of modern psychological-pedagogical and information-communication technologies

Communication was discussed by Milner (2011), who considered it as a coordination aspect and defined it as a process of exchanging information flows and broadcasting information. This enables managers to successfully do their work and make decisions about choosing a rational management solution to achieve clearly defined targets.

Communication processes in educational institutions must be considered to form a system of permanent, purposeful decisions aimed at systematizing internal and external elements of the personnel management process. The effectiveness of mutual exchange of communication can be achieved only if one party broadcasts the information flow, and the other receives it without changes.

This was discussed by Dehtjare et al. (2020), who noted that the change of educational models and requirements for the types of communication in education imposes on the teacher all of the higher requirements for proficiency in information technology products. The approach brought about by the COVID-19 pandemic in 2020 led us to admit the fact that every educator must be able to use modern technological tools in their process of information delivery. Undoubtedly, the pandemic will one day end completely, but it will have led to indelible changes to the approach of education, the necessary competences and skills, and the whole process of knowledge which should be delivered and disseminated. The authors add to this list the phenomena of communication barriers, overloaded IT and study departments aimed at ensuring stable connections, and a lack of direct contact with students. Nevertheless, there were undoubtedly advantages of this new form of working. A huge video archive covering most delivered subjects was created during this time, new technologies were acquired both by teaching staff and students, the opportunity to work from home led to saving resources, and, overall, a colossal amount of experience was gained.

This was discussed by Mironova et al. (2021), who added to the positive aspects of distance education by observing that teaching staff who receive academic freedom are more satisfied with their jobs, and the same connection can be seen when teaching staff are involved in the decision making process.

The proposed model of the communication process consists of four decision-making stages, where each stage of the communication process corresponds to a certain decision-making stage (Figure 3).

The information sender determines the most significant problem area, which is the subject of the communication interaction. The next stage is the choice of the method of the broadcasted information, and if the method does not correspond to the target setting, then the effectiveness of decision-making is reduced. The last stage of the communication process includes decision-making by the recipient of information. At the same time, if the regulation of information carried out by the information translator has the same meaning for the recipient, then the communication process is considered successful and uncertainty is eliminated. The main importance of internal communication flows lies in the determination of stable connections between various solutions and the formation of a single system of knowledge exchange. The collection and generalization of information obtained through various information channels allows institutions to respond flexibly to the challenges of the labor market and to form their innovative policy. This process also enables them to create and implement new information communication channels.
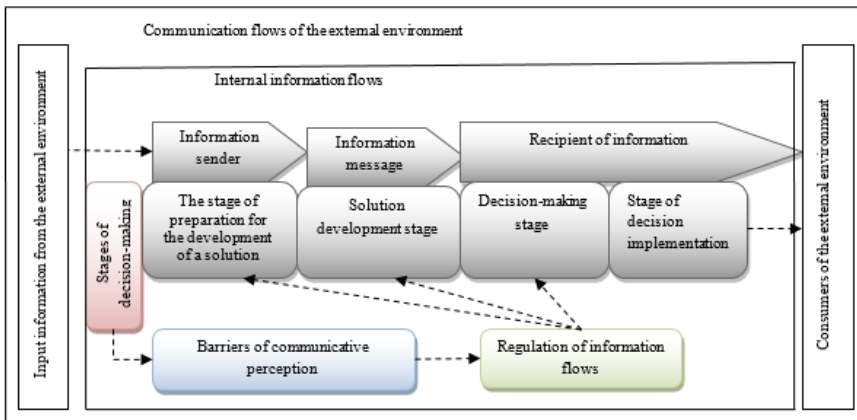

Figure 3. The communication process, taking into account decision-making stages
Source: developed by the authors

Outgoing management information flows contain management decisions on the start, continuation, suspension or rejection of the implementation of a decision. The presented matrix of the relationships between factors of the development of organizational and communication support and stages of decision-making contains the characteristics of the actions carried out at each stage of the decision-making process, the methods by which the procedure is carried out, and a list of factors of the development of organizational and communication support of the decision-making process (Table 1) .

Table 1. A matrix of the interrelationships of the development factors of organizational and communication support and stages of decision-making

Stages of decision-making	Characterization of the actions of the stages of the decision-making process	Development factors of organizational and communication support of the decision-making process
I. The stage of preparation for the development of a solution	Obtaining information about the situation (analytical material); definition of goals (construction of goal trees and definition of criteria, ranking of goals by priorities).	The level of interaction in the decision-making process. Analysis of experts' opinions. Qualitative and quantitative characteristics of organizational and communication support
II. Solution development stage	Development of scenarios for the development of the situation (identification of alternative options using the technologies of situational analysis and expert evaluation); expert assessment of the main options for managerial influences.	The complexity of organizational and communication support in order to determine the problem. Dissemination of issues among the organization's personnel.
III. Decision-making stage	Coordination of the decision (expert assessment); decision-making by the responsible person.	Level of consistency. Awareness of consumer needs. Creation of a stable level of interaction with the object of management decision-making.
IV. Decision implementation stage	Development and control of plan implementation (monitoring, adjustment of plans); analysis of the results of the development of the situation after managerial influences.	Proving the decision to the executors. The level of stable communication interaction. The rationality of organizational and communication support for the managerial decision-making process.

Source: systematized by the authors

The organizational support of personnel management activities was discussed by Hryshyna (2017), who emphasized the fact that organizational support is very closely related to communication. The organizational structure cannot operate without a communication process at the enterprise, where the main goals of communication support for the management activities of the enterprise personnel are: effective exchange of information in the subject-object relations of the enterprise, including both external and internal communication interaction; the construction of communication channels for information exchange between employees, groups, and units, and the coordination of their tasks and actions; and the regulation and improvement of information flows for the effective exchange of information between management levels, both within the enterprise and with counterparties and other stakeholders. The author provides a definition of organizational and communication support for personnel management activities as a set of methods, tools, means, and technologies, where through the implementation of management functions the process of information exchange between subjects is carried out. The systematic and purposeful influence of the subject of management in relation to the object of management proceeds with the aim of making a timely management decision, the action of which is aimed at realizing the set goal and achieving the final result. This ensures the effective functioning of the enterprise.

This was discussed by Sopelana et al. (2010), who defined organizational support as a set of structural and dynamic relationships within the entity and beyond, covering a variety of specific ties that can be subordinate and related to coordination, linear and functional, or organizational.

The role of communication support was discussed by Dehtjare et al. (2019). The communi-cation process plays an important role in distance learning, and the application of as many com-munication solutions and tools as possible is also crucial in retaining a student. Communication ensures active student involvement and immersion in the study process, together with continuous satisfaction and the feeling of support from both the tutor and the higher education institution in general. The approach to modern distance learning should combine both formal and informal communication. Formal communication includes online learning with the help of an educative platform, the use of a website, printed manuals, etc. Informal communication ensures smoother and faster interaction and helps to customize the process. Messenger apps and social networks could be used as tools for informal communication, together with standard communication de-vices and tools. In accordance with the Four Realms model, informal communication tools help to retain the customer's (in this case, the student's) attention, having both absorptive (requiring intrinsic motivation to obtain knowledge) and immersive (requiring physical action and presence, even virtually) importance.

In the complex organizational structure of a higher education institution, all departments are connected by communication links, where obtaining information in the form of decision-making is mainly carried out remotely thanks to the internal module of information and communication support. This enables the administrative management unit to distribute management information for execution to subordinate units simultaneously and with minimal communication barriers. It also enables the educational institution to effectively interact with the external environment. The scheme of organizational and communication support for the decision-making process of a higher education institution is presented in Figure 4.
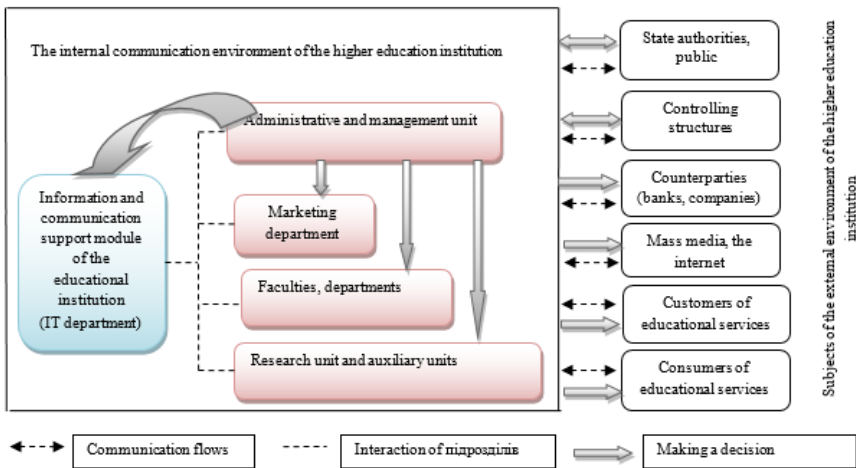

Figure 4. The scheme of organizational and communication support for the decision-mak-ing process of the higher education institution
Source: systematized by the authors

The organizational component forms stable interaction within the organization and creates conditions for the implementation of communication flows in the external environment, creating

management hierarchies in educational institutions. The quality characteristics of communication interaction depend on the number of management hierarchies in the organization. Organizational and communication support of the decision-making process is a system of interconnected components (informational, technological, administrative and personnel – Figure 5), which implement the processes of communication flows both within the organization and from the outside. The components of organizational and communication support receive information from the external environment about new and existing control elements, and at the output, through the reverse channels, the necessary information is provided for consumers in the external environment.

The formation of organizational and communication support for the decision-making process must be implemented on the principles of: establishing communication links of managerial influence; a systematic approach to organizational support for the decision-making process; and the improvement of reverse communication links.
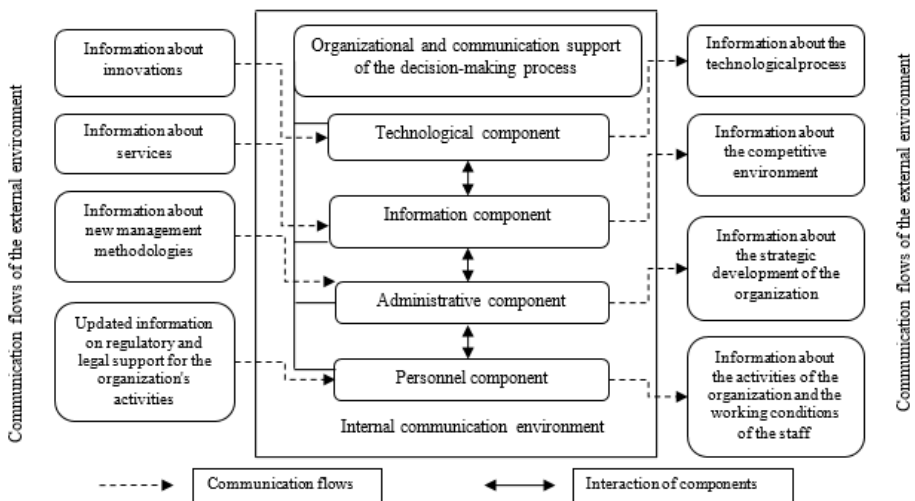

Figure 5. The decomposition model of organizational and communication support of the decision-making process
Source: systematized by the authors

It should be noted that communication flows are a process of information interaction. The provision of information component plays a major role in broadcasting quality information flows in the decision-making process. In our opinion, the information component is the connecting element of all other subsystems and a decisive factor in the effectiveness of management decision-making. The personnel component includes the qualification training of personnel, the level of education, and the possibility of advanced training. In turn, the administrative component contains the methodology and the functional component of management theory, which are necessary for the systematization of management decisions. For the effective implementation of the administrative component, the rationality and systematicity of the existing organizational structure are of great importance. The administrative component of support is characterized by the presence of reverse communication links, the degree of implementation of long-term targets, and opera-

tional goals. This includes the level of development of the management component, which can be assessed by the amount of communication used and the degree of relative detailing of the process itself. The technological component of organizational and communication support for the process of making a management decision in the educational sphere began to develop actively when the COVID-19 pandemic covered all spheres of life. It was during this period that it became necessary to make a decisive decision to review education and reorient it from online to distance learning. The technological component broadcasts communication flows in the external environment, which are significantly fewer in number than the flows entering the internal environment. The informational component of communication support characterizes the level of automation of receiving information flows and the automation of the document circulation process itself. It should be noted that most organizations, regardless of their type of economic activity, have increased the degree of application of automatic broadcasting of information several times. Today, information and communication technologies are powerful tools for increasing the effectiveness of education and scientific research and are significant factors that determine the competitiveness of these activities. Due to the unfavorable demographic situation, the number of applicants to higher education institutions is decreasing.

The role of information and communication technologies in management was discussed by Gavkalova et al. (2022). The authors noted that the reality today in administration is such that the development of new forms of electronic communication with citizens and organizations has become the basis for increasing the volume of information. The increasing role of the information resources produced by administrations and the increased demand for them by society were the basis for increasing the scale of organizations' communication activities and the emergence of new directions, methods and forms of implementation. The wide use of information and communication technologies in management thanks to modern technologies (online services, chat bots and others) effectively influences the formation of a new level and quality of communication activities.

The study of organizational and communication support of the decision-making process in the field of education provided the opportunity to propose a definition. Hence, organizational and communication support of the decision-making process in the educational sphere is a set of measures characterized by a sequence of stages and consisting of certain actions aimed at solving problems in the educational sphere, the effectiveness of which depends on high-quality organizational and communication support.

The higher education system in Latvia was discussed by Dehtjare et al. (2022), who noted that Latvia has historically had a number of scientific prerequisites for developing a competitive higher education system – it must be economically and socially stable, with permanent access to European Union funding. This is confirmed by Latvia's high level of security and successful relations with the EU and the world's wealthiest countries, as well as its developed infrastructure, its digital, multicultural society, etc.

Modern society is interested in supporting higher education and science, and the development of these two areas is particularly driven by the following trends:

1) Intercultural exchange and globalization (including free mobility of teaching staff, students, exchange of knowledge and competencies);

2) Technological development (digitalization, remote learning – these trends are emerging especially because of the COVID-19 pandemic);

3) Rapid changes in the demands of the labor market (interdisciplinarity, the requirement of soft skills development, and the increasing roles of lifelong learning, a modular approach, non-for-

mal education, and flexibility);

4) In order to retain their competitive position, higher education institutions have to remain key drivers of the innovation ecosystem;

5) In order to establish increasing transparency and efficiency, as well as to cover the needs and demands of all stakeholders, higher education institutions should diversify their product portfolios by diversifying study content and involving representatives from different sectors (state, private, international) to ensure variability of scientific funding.

Conclusions. Improving the organizational and communication support of the decision-making process in the educational sphere is complex in nature. For the purpose of an effective decision-making process in the educational sphere, the following areas of development should be addressed:

– the further improvement of the technological subsystem of the organizational and communication support of the decision-making process, which is related to the development of databases, data banks, and internet information resources in order to provide information support for all stages of decision-making;

– the development of the internal organizational and communication environment of the educational institution, built on the basis of modern information and communication technologies and providing conditions for the effective interaction of all participants in the communication process;

– the constant improvement of existing information and communication technologies in educational institutions, which ensure the processes of external and internal information exchange.

Increasing the efficiency of management in the educational sphere in modern conditions is possible only under the condition of the implementation of an integrated information and communication environment in the educational institution. This will allow institutions to: cover various aspects of the educational process and the research and commercial activities of the organization; optimize personnel, administrative work, and financial management; and provide the development of information support and the adoption of strategic decisions by the management of the educational institution.

Future research. As previously explained, the role of organizational and communication support of the decision-making process has a great influence on the systematization of management processes in the organization and on their coordination with both the internal resources of the organization and the external environment. Further research requires an analysis of the peculiarities of the organizational and communication support of the decision-making process that takes into account: the regional aspect; practical modeling in the conditions of distance learning; the provision of practical recommendations on the organization of communication interaction in educational institutions; and the elimination of communication obstacles that stand in the way of making managerial decisions.

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SPRENDIMŲ PRIĖMIMO PROCESO ŠVIETIMO SRITYJE ORGANIZAVIMAS IR KOMUNIKACINĖ PARAMA

Anotacija. *Straipsnyje analizuojama apibrėžimų „vadybos sprendimas", „sprendimų priėmimas" esmė ir išryškinami svarbiausi šių sampratų komponentai. Šiame tyrime pateiktas ir autorių suformuotas apibrėžimas – „sprendimų priėmimo proceso švietimo srityje organizacinė ir komunikacinė parama". Straipsnyje analizuojami sprendimų priėmimo modeliai, kuriuos galima reformų sąlygomis ekstrapoliuoti švietimo įstaigose. Racionalus modelis išryškinamas kaip prioritetinis švietimo sferos sprendimų priėmimo modelis, kuris, kitaip nei esami modeliai, skiriasi daugybe ekonominių kriterijų, padedančių tiksliai iš esamų alternatyvų pasirinkti reikiamą sprendimą. Komunikacijos procesas apmąstomas atsižvelgiant į sprendimų priėmimo etapus: kiekviename sprendimų priėmimo etape atskleidžiamas jų ryšys ir veiksmų koreliacija. Tai leido suformuoti organizacinės ir komunikacijos paramos raidos ir sprendimų priėmimo etapų veiksnių tarpusavio ryšio matricą. Aukštųjų mokyklų sprendimų priėmimo proceso organizacinės ir komunikacinės paramos tyrimas taip pat leido schema pavaizduoti sudėtingą organizacinę struktūrą, kurioje apibrėžti glaudūs komunikacijos ryšiai tarp katedrų. Pabrėžiama, kad informacija apie sprendimus daugiausia teikiama nuotoliniu būdu per vidinį informacijos ir komunikacijos palaikymo modulį. Tai leidžia administraciniam ir valdymo padaliniui paskirstyti valdymo informaciją vienu metu visiems padaliniams, pašalinti informacijos iškraipymą ir švietimo įstaigai efektyviai bendrauti su išorine aplinka. Pasirinkti sprendimų priėmimo proceso organizacinės ir komunikacinės paramos komponentai leido visapusiškai pagrįsti straipsnyje išsikeltą hipotezę dėl organizacinės ir komunikacinės paramos sprendimų priėmimo procese švietimo srityje.*

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