Kauno technologijos universiteto

# *ORGANIZACIJŲ VADYBOS* STUDIJŲ PROGRAMOS (621N22001) VERTINIMO IŠVADOS

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# EVALUATION REPORT

# OF *ORGANIZATIONS MANAGEMENT* (621N22001) STUDY PROGRAMME

at Kaunas University of Technology

Grupės vadovas:
Team leader:

Prof. dr. Pandelis Ipsilandis

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

**DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ**

| | |
|---|---|
| Studijų programos pavadinimas | *Organizacijų vadyba* |
| Valstybinis kodas | 621N22001 |
| Studijų sritis | Socialinių mokslų |
| Studijų kryptis | Vadyba |
| Studijų programos rūšis | Universitetinės studijos |
| Studijų pakopa | Antroji |
| Studijų forma (trukmė metais) | 1,5 (nuolatinės studijos) |
| Studijų programos apimtis kreditais | 90 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Organizacijų vadybos magistras |
| Studijų programos įregistravimo data | 2011 m. kovo 31 d., Nr. 1-01-39 |

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**INFORMATION ON EVALUATED STUDY PROGRAMME**

| | |
|---|---|
| Title of the study programme | *Management of Organizations* |
| State code | 621N22001 |
| Study area | Social sciences |
| Study field | Management |
| Kind of the study programme | University studies |
| Study cycle | Second |
| Study mode (length in years) | 1,5 (full time) |
| Volume of the study programme in credits | 90 |
| Degree and (or) professional qualifications awarded | Master's Degree in Organizations Management |
| Date of registration of the study programme | 31 March 2011, No.1-01-39 |

# CONTENTS

# I. INTRODUCTION

The Kaunas University of Technology consists of 13 faculties that contain 73 departments, 28 centres, 6 institutes, 15 research laboratories and 21 administration and service departments. The mission of the university is to provide international level studies based on scientific research and to create and share knowledge and innovative technologies for sustainable state and innovation development.

The Master Programme of Organizations Management is carried out by the Faculty of Economics and Management. The faculty consists of 7 departments and among them the Department of Management is responsible for executing the programme of Organizations Management. The full-time study programme Organizations Management is carried out at 4 locations. In Kaunas it is delivered daily during the week, in Alytus, Marijampolė and Mažeikiai it is organized as distant studies.

The evaluation of the study programme took place on Wednesday 18th September 2013. The team of experts was lead by prof. dr. Pandelis Ipsilandis (Greece). The other members of the team were: Prof. dr. Jürgen Bruns (Germany), Dr. Kristiina Tõnnisson (Estonia), Mr. Remigijus Šeris (social partner, Lithuania) and Mr. Andrius Zalitis (student member, Lithuania). Following the visit, the group met for thorough discussion and this report reflects the findings both based on the written documents and the site visit.

# II. PROGRAMME ANALYSIS

## 1. Programme aims and learning outcomes

The programme has rather long and complex goals that are publicly accessible. According to SER the aims of the programme are:

"1. To provide deep, the latest fundamental and applied research-based knowledge of organisation management and it related and close areas that form the conceptual background to creatively interpret and apply theoretical knowledge and findings of applied research in functional areas of organisation management, to seek to reveal new facts and insights when there is no detailed and precise information. 2. To develop an ability to initiate and conduct applied and interdisciplinary, integrated and creatively oriented research while analysing and critically assessing the process of management, formulating arguments and assumptions and applying the

methods of organisation management and other related areas. 3. To develop an ability to solve atypical complex problems of organisation management by means of identifying problems to be solved and making and realising innovative solutions to improve organisation management processes and assess alternative solutions in hardly forecasted and rapidly changing environment. 4. To develop social and independent working skills that enable to work creatively and responsibly, select the direction of personal development when solving direct and work place related problems and learn independently, make decisions when perceiving possible social and ethical outcomes of solutions and assume responsibility for the solutions provided."

Despite their length, the goals of the study programme are rather clearly defined. However the expert team still would like to suggest having a second thought about the length/wording of the aims. It might be useful to shorten the wording and to make the focus of the programme more transparent.

The programme aims and learning outcomes are based on the academic and professional requirements. According to the self evaluation team the people responsible for developing the programme first analysed various similar international programmes abroad. They decided to include the universal subjects usually taught in similar programmes into their study programme while taking into account the local context and the needs of the labour market in Lithuania. According to the social partners they have not been involved in curriculum design directly, but they have been informed about the curriculum developments. Based on their feedback they are satisfied with the programme aims.

The objectives and learning outcomes of the study programme of Organizations Management are consistent with the study type, cycle and level of the qualification. Also the consistency between the programme's title, content and learning outcomes is clear. The Master's Degree of the programme of Organizations Management is based on a compatibility of subjects and acquisition of knowledge and skills in 5 areas: the knowledge and its application (A1 − A3), the capacity to carry out the research (B1 − B3), and to gain specific (C1 − C3), social (D1 − D2) and personal (E1 − E2) skills. Also the content of 12 separate study subjects and their learning outcomes are compatible with each other. The outcomes of the programme are aimed at the implementation of competencies that enable students to have a career in the field of Organizations Management.

*2. Curriculum design*

Study programme curriculum design meets legal requirements for the second cycle study programmes. The Programme consists of three parts, i.e. study field subjects, compulsory university subjects and elective subjects and Master Thesis. The study field subjects comprise 55 credits; compulsory university subjects and elective subjects make up 5 credits and the Master's Thesis constitutes 30 credits. The volume of the Final Degree Project constitutes 33.3 % of the Programme. Learning outcomes of the programme of Organizations Management are achieved studying 90 ECTS credits in one and half years; each semester contains 30 ECTS. The length of studies is 1,5 years. The duration of the programme seems to be one of the strongest selling arguments among similar programmes in other HEIs.

The full-time study programme of Organizations Management consists of 11 study subjects. Study subjects and/or modules are spread evenly and their themes are not repetitive. The study programme consists of 9 basic study field subjects, i.e. *Forecasting of Business Environment in Global Economy, Business Process Management, Leadership, Strategic Management Methodology, Change Management, Strategic Management of Salary, Managerial Decisions Theory, Strategic Marketing Management, Strategic Finance Management or Strategic Management Accounting*. From the *Electives* students can choose to study one of the following subjects, which are intended to provide the opportunity to gain more scientific (*Quantitative Methods in Social Sciences, Scientific Research Methodology*) or practical knowledge (*Project Management*). In practice no one has ever elected *Project Management.*

The curriculum and the titles of the subjects look rather good in "hard part" of management, but in reality the students pointed out that the strength of the curriculum is actually "soft part" of the management – leadership, social skills etc. According to the management of the programme the uniqueness of the programme lies around the topic "change management". Then again no students or social partners pointed this strength out. For students the core subject of the curriculum is leadership, for social partners the core skills were connected to human resource management and all graduates pointed out totally different areas as the core of the programme. Based on the site visit it is suggested to clarify the focus of the programme and then to communicate the core/ focus of the programme more clearly among interested parties. The core of the programme should and might be reflected better also in the titles of the subjects. Since in

various documents and in various parts of SER different courses have different names (Managerial Decision Making vs Managerial Decision Theory, Strategic Management of Salary vs Strategic Salary Management) it is also suggested to pay more attention to the translation issues in formal documents. Also the programme is sometimes named "Organizations Management" and sometimes "Management of Organizations". It is suggested to use only one version of the English translation in formal documents.

While talking about the content of the subjects, the expert team did not find enough evidence that the titles of the subjects are the most appropriate ones e.g. *Strategic Salary Management*, *Forecasting of Business Environment in Global Economy*. One can argue that they are not "wrong titles", but looking at the content the international practice is often different. Additionally, the management of the programme seems to like to see the word "strategic" in the titles, but again looking closer into the subjects, the courses usually cover the topics that are covered with more simple titles e.g. with *Marketing Management, Management Accounting*, etc. in other universities. While talking to the students and graduates about their everyday responsibilities and duties, the expert team did not find enough evidence that 1) the current students are applying so much "strategic" thinking, decision making etc. in their work/ course papers; 2) that they are interested in strategic issues in general. The titles might look more sophisticated while using the word "strategic", but the expert team is not convinced if the courses are actually so much different from *normal* management courses and if there is actually a market need for *strategic* focus. The current pool of students does not include too many top/strategic managers. During the meeting with the students they pointed out that the biggest value of the programme is input for their own professional development but most of them did not plan to move to the higher managerial level (if they planned any changes, then mostly to change the field of work or profession).

Another concern of the expert team was the fact that currently both courses on *Research Methods* are elective ones. Especially taking into account that most of the students have been out of the study process for some time already, it is suggested that at least one required course within the curriculum is covering the field *Research Methods.* Currently it would be possible to get a Master degree without having an adequate knowledge about research methods. Also the meetings with the students and graduates showed that they do not have good enough understanding about research methods, about valid and reliable data, about the advantages and disadvantages of different methods. Additionally, there are 3 elective courses in the curriculum,

but actually no one of the students has taken the elective course of *Project Management* until now. Thus, the reasons for including this elective course in the curriculum are not clear.

The methods of the subjects/ modules are appropriate for the achievement of the intended learning outcomes. Hence, various parties pointed out that even more time should be devoted to soft skills of management: business psychology, communication, stress management, negotiations, psychology of consumers, ethics etc. Additionally, it might be useful to consider the replacement of a few courses. They as following: Structure of International Organizations, Human Behaviour in Organizations, Managing Human Resources, Managerial Communications, Leading Social Innovations in Organizations, Managing Professional Relationships, Quality Management, Logistics Management etc. In order to get a feeling for what is the State-of-the-Art the expert team recommends benchmarking this study programme against the same or a similar programmes offered by leading universities.

Altogether, the scope of the programme is sufficient to ensure the achievement of learning outcomes. The content of the programme and the course materials contain acceptable references. The description of every study subject provides the volume of the subject in credits and the number of in-class and independent study hours. Still, the expert would like to suggest having more contact hours during 10 ECTS courses. As graduates of the Master programme shall be prepared to work in international companies or even outside Lithuania a growing number of courses should be delivered in English.

### 3. Staff

The study programme Organizations Management is provided by the staff meeting all legal requirements. 17 lecturers teach the subjects of the whole programme and the teachers involved represent a wide range of qualifications. The formal qualifications of the teaching staff are appropriate and adequate to ensure learning outcomes. The list of lectures presents 9 professors, 4 associate professors, and 4 lecturers. Thus, the programme contains 53.0% of professors, 23.5% of associate professors, and 17.6% of senior lecturers (Ph.D.) and 5.9% (1 person) lecturer of the total number of all teachers. 16 of 17 teachers have the Doctor's of Science Degree. 94.1% of all the teachers, who teach subjects of the Programme, have scientific degrees. Three lecturers, who occupy the positions of a professor, obtained their doctoral degree in foreign universities. Also professors from foreign universities (3 professors in 2012/2013) and some practitioners from everyday business world are involved in the study process. Still, it is

suggested to increase the involvement of practical businessmen and foreign lecturers in the teaching process even more.

The number of the teaching staff is adequate to ensure learning outcomes and teaching staff turnover is able to ensure an adequate provision of the programme. The student: teacher ratio is (4:1) and the average age of the staff is 44 years. In the execution process of the programme of Organizations Management lecturers from the departments of *Management, Accounting, Finance, Marketing, Business Economics, Economics and International Trade and Quality Management* take part. Lecturers from other faculties are employed on demand. Such a structure and interrelations seem to be sufficient and relevant for the implementation of the programme. Still, the teachers have to travel quite a lot in order to deliver the same classes/the same curriculum also in other cities during the weekends (the programme is altogether taught in 4 cities). It didn't seem to be an obstacle for now (during the meeting all teachers were highly motivated), but this heavy travelling load might become an obstacle in the future.

The teaching staff of the programme is involved in research, but even more emphasis could be put on this issue, especially on being involved in international research projects and on publishing in international peer reviewed journals. Currently research activity is largely applied but, given the nature of the Programme, it is not problematic. According to SER during the five years from 2008 till the spring of the year 2013 teaching staff has published 46 articles in the basic list of publications in the Institute for Scientific Information (ISI), 9 articles – in other Institute for Scientific Information (ISI) databases (proceedings and other), 105 scientific articles – in other international databases and indexed and reviewed scientific journals. There is special financial support available for the teachers to take part in the conferences and there are special funds for offering financial bonuses for the relevant publications published by the staff. Altogether, the higher education institution has created conditions for the professional development of the teaching staff necessary for the provision of the programme. Even if most of the teachers have participated in various courses of teaching methods (e.g. how to use case studies in the study process), more emphasis could be put on international dimensions of research and professional development.

### 4. Facilities and learning resources

The premises for studies are adequate both in their size and quality. An appropriate physical infrastructure has been provided for programme delivery. Three laboratories (67 seats) are

equipped with Multimedia software and one of these classrooms (24 seats) is equipped with a smart board. Also teaching and learning equipment are fine and adequate. Microsoft Office (Microsoft Excel), EWiews 7 and IBM SPSS Statistics, version 19 software packages are used in laboratory works and practical sessions in the Faculty.

The Faculty has a 25-seat library having access to the following databases (ISI Web of Knowledge, Springer LINK, Science Direct, EBSCO, ProQuest, Cambridge Journals Online, Oxford Journals, SAGE Journals Online, Emerald Full text, Blackwell Synergy, Wiley Interscience, SourceOECD, Business News, and etc.). Still, the number of the books of *State-of-the-Art* is limited and more books could be available in English language. Additionally it is strongly advised to go ahead with the plans to adapt more classrooms to interactive problem-based learning options.

## 5. *Study process and student assessment*

Admission to the Master's study programme of Organizations Management is conducted in two stages. Applicants who have successfully completed the first cycle university studies and have acquired Bachelor's qualifying degree may be admitted to the Programme. Applicants who do not possess Bachelor's degree in the fields of economics or business and management and their diploma supplement does not contain courses of economics or/and business and management (at least 2), or those who have professional Bachelor's degree and do not have work experience, have to complete additional studies. Applications to participate in the competition for Master's degree studies are submitted and corrected only on the Internet. After the main admission, there is an additional admission process. There are no state-funded places in the programme of Organizations Management. According to the management of the programme this Master Programme is targeted towards working people and around 80% of the students are paying by themselves and around 20% of the student fees are covered by their companies. Financial hardships can be regarded as one of the main reasons for rather high drop out ratio of students which reaches 19 %. However there is a possibility for the students to ask for reducing their tuition fee.

The programme seems to be executed in response to the labour market's needs. The latter needs are demonstrated by the data of the enrolment to the programme. In 2011: 75 students, in 2012: 68 students and in 2013: 52 full-time students were admitted to the programme. Even if the trend of incoming students is decreasing, the number of the students is still substantial or even

impressive (especially for the first opening year) to keep the programme running.

The organization of the study process is clear, adequate and seems to be well organized by the Study Programme Committee, the Dean, lecturers and students. The school is promoting various active learning methods and most of the teachers are using case analysis, simulation, computer games, etc. Students of the programme are encouraged and provided with some possibilities to engage into scientific creative activity, but most of them haven't used this opportunity. Thus, more organized involvement in scientific research and partnership with social partners may be useful for students' professional development. Additionally, the students have a possibility to participate in various mobility programmes. They have quite a few opportunities to deepen their knowledge in foreign universities since the *Faculty* cultivates partnerships with 52 universities and higher education institutions of 19 countries. Then again, the students do not take much advantage of that (mostly because they are working). Currently the students exchange number is very limited. It is suggested to promote the exchange possibilities among the potential target group more heavily.

The assessment system of students' performance is clear and publicly available. The *University* applies accumulative grading in order to ensure active student participation during the semester. The structure of an accumulative grade is normally dominated by the exam. Various other tasks such as colloquium, test, control work, course works, reports, tasks of problem solving, etc. constitute the rest of the grade. The programme has also adequate arrangements for students' practice, though the students are looking even for more possibilities.

Students can get help on various issues from the Faculty's administration, lecturers of departments and the Student Union. Each lecturer consults students twice a week. In 2002 also the student mentor programme was introduced. There is also a special information office at the Faculty of Economics and Management, where a student can get necessary information about modes of studies, funding, assessment of achievements, etc.

### 6. Programme management

There are a Study Programme Committee, a Curriculum Council and a Faculty Council for general programme management. Together with the dean and the vice-dean these bodies are responsible also for the everyday administration and the quality of the programme. In addition to formal bodies, the management of the programme is often practicing informal talks, roundtable

discussion among lecturers, social partners, etc. Hence, both the teachers and partners pointed out that despite the positive atmosphere among the staff and administration, increased communication among various players in the study process could be even more facilitated.

In each city where the programme has been delivered a local coordinator is appointed responsible for smooth administration of the programme in certain place. In Kaunas the classes are taking place during the work days in the evening, in other cities the classes are taking place in the format of block courses during the weekends (one course per weekend). Even if this system has worked until now rather well, the management should pay attention that so heavy travelling might become too burdensome for the teachers at some point.

The internal quality assurance measures are in place. Information and data on the implementation of the programme are regularly collected from the students and the staff. The programme management is using subject sheets or course cards for recording and sharing the information about content, study methods and materials of the courses. These cards are updated each semester. The *leading* teacher is responsible for including all relevant information in the file and she or he is also responsible for quality of teaching during the whole course. Study programme is updated constantly after the evaluation.

After each semester, students participate in the survey by means of which they evaluate the content of the study courses, learning and teaching methods, expertise of the teachers and offer their suggestions. The results of student survey are examined and representatives from employer organizations are invited to participate in the meetings when survey results are being discussed. According to the social partners the evaluation and improvement processes of the programme involve discussions with the business representatives and other stakeholders. Furthermore the graduates still keep in touch with the teachers and are on friendly terms with them.

## III. RECOMMENDATIONS

1. To clarify the focus of the programme and to communicate the core value of the programme more clearly among interested parties.
2. To involve more people from businesses/ practical world as guest lecturers in the study process. To continue to keep close contact to the business world for the academic staff.
3. To reconsider the titles of the courses based on the content, students' and market need.

4. It is highly suggested that at least one required course within the curriculum is covering the field *Research Methods.*

5. To reconsider the usefulness of the course *Project Management* in the curriculum.

6. To consider increasing the amount of soft skills in the curriculum, e.g. business psychology, stress management, negotiations, psychology of consumers, ethics etc. Additionally, it might be useful to consider or to introduce courses that are closer related to the objective of the programme and courses which are standard in similar programmes e.g. Structure of International Organizations, Human Behaviour in Organizations, Managing Human Resources, Managerial Communications, Leading Social Innovations in Organizations, Managing Professional Relationships, Quality Management, etc.

7. To have more contact hours for 10 ECTS courses.

8. To put more emphasis on academic staff being involved in international research projects and on publishing in international peer reviewed journals.

9. To pay more attention on students' drop-out rate.

10. To increase communication among various stakeholders (e.g. teachers, social partners, graduates, etc) for the sake of increased quality in the study process.

IV. SUMMARY

The programme of Organizations Management is rather well functioning and most of the interviewed people were satisfied with the programme. The objectives and learning outcomes of the study programme are consistent with the study type, cycle and level of the qualification. Also the consistency between the programme's title, content and learning outcomes is clear.

There is enough proof of the need for the programme given by the number of incoming students and the motivated staff. In 2011: 75 students, in 2012: 68 students and in 2013: 52 full-time students were admitted to the programme. 17 lecturers teach the subjects of the whole programme and the teachers involved represent a wide range of qualifications. The student: teacher ratio is (4:1) and the average age of the staff is 44 years.

The school is promoting various active learning methods and most of the teachers are using case analysis, simulation, computer games, etc. Students of the programme are encouraged and provided with some possibilities to engage into scientific creative activity, but most of them haven't used this opportunity. The facilities and learning resources are adequate, though more resources could be used for acquiring English language books and for the classrooms suitable for interactive problem based learning possibilities.

The internal quality assurance measures are in place. Information and data on the implementation of the programme are regularly collected from the students and the staff. The programme management is using subject sheets or course cards for recording and sharing the information about content, study methods and materials of the courses.

Curriculum design needs more focus and better planning. Based on the site visit it is suggested to clarify the focus of the programme and then to communicate the core/ focus of the programme more clearly among interested parties. The core of the programme should and might be reflected better also in the choice and titles of the subjects. The current titles might look more sophisticated while using the word "strategic", but the expert team is not convinced if the courses are actually so much different from *normal* management courses and if there is actually a market need for *strategic* focus among potential students.

Taking into account the fact that most of the students (and they are all working people) have been out of the study process for some time already, it is suggested that at least one required

course within the curriculum is covering the field *Research Methods.* Currently it would be possible to get a Master degree without having an adequate knowledge about research methods.

The expert team is also suggesting having more contact hours during 10 ECTS courses. As graduates of the Master programme shall be prepared to work in international companies or even outside Lithuania a growing number of courses should be delivered in English. Additionally, the expert team recommends doing once more benchmarking with leading universities offering the same or a similar programme, to get a feeling for what is the State-of-the-Art in Organizations Management. Some possible areas, courses and titles were given within the report.

## V. GENERAL ASSESSMENT

The study programme *Organizations Management* (state code – 621N22001) at Kaunas University of Technology is given **positive** evaluation.

*Study programme assessment in points by evaluation areas*.

| No. | Evaluation Area | Evaluation Area in Points* |
|-----|------------------|--------------------------|
| 1. | Programme aims and learning outcomes | 3 |
| 2. | Curriculum design | 2 |
| 3. | Staff | 3 |
| 4. | Material resources | 3 |
| 5. | Study process and assessment (student admission, study process student support, achievement assessment) | 3 |
| 6. | Programme management (programme administration, internal quality assurance) | 3 |
| | **Total:** | **17** |

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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**KAUNO TECHNOLOGIJOS  UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *ORGANIZACIJŲ VADYBA* (VALSTYBINIS KODAS – 621N22001) 2013-11-19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-372 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos  universiteto studijų programa *Organizacijų vadyba*  (valstybinis kodas – 621N22001) vertinama **teigiamai**.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|---|---|---|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 3 |
| 2. | Programos sandara | 2 |
| 3. | Personalas | 3 |
| 4. | Materialieji ištekliai | 3 |
| 5. | Studijų eiga ir jos vertinimas | 3 |
| 6. | Programos vadyba | 3 |
| | **Iš viso:** | **17** |

\* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

*Organizacijų vadybos* studijų programa veikia pakankamai gerai; daugelis apklaustų žmonių buvo patenkinti šia programa. Šios studijų programos tikslai ir numatomi studijų rezultatai atitinka studijų rūšį, pakopą ir kvalifikacijų lygį. Programos pavadinimas, turinys ir numatomi studijų rezultatai taip pat dera tarpusavyje.

Atsižvelgiant į stojančiųjų skaičių ir motyvuotą personalą, pakanka įrodymų, kad programa reikalinga. 2011 m. į nuolatines šios programos studijas priimti 75 studentai, 2012 m. –

68 studentai ir 2013 m. – 52 studentai. Šios programos dalykus dėsto 17 dėstytojų, turintys įvairią kvalifikaciją. Studentų ir dėstytojų santykis – 4:1, vidutinis darbuotojų amžius – 44 metai.

Ši aukštoji mokykla propaguoja įvairius aktyvaus mokymo metodus; dauguma dėstytojų naudoja atvejų analizę, modeliavimą (imitavimą), kompiuterinius žaidimus ir t. t. Šios programos studentai yra skatinami, jiems suteikiamos galimybės dalyvauti mokslinėje kūrybinėje veikloje, bet daugelis šia galimybe nepasinaudojo. Įranga ir metodiniai ištekliai yra tinkami, nors daugiau lėšų galėtų būti skiriama knygoms anglų kalba įsigyti ir auditorijų pritaikymui interaktyviam probleminiam mokymui.

Įdiegtos vidinio kokybės užtikrinimo priemonės. Studentai ir darbuotojai nuolat pateikia informaciją ir duomenis, susijusius su programos įgyvendinimu. Programos vadovai naudoja dalykų aprašus (*subject sheets)* arba dalykų korteles (*course cards*), skirtas informacijai apie dalykų turinį, studijų metodus ir medžiagą užregistruoti ir ja dalytis.

Daugiau dėmesio turėtų būti skiriama programos sandarai ir geresniam planavimui. Remiantis vizito metu surinkta informacija, siūloma išsigryninti pagrindinį programos dėmesio objektą ir apie jį geriau informuoti suinteresuotas šalis. Programos pagrindas turėtų ir galėtų geriau atsispindėti, be kita ko, pasirinktuose dalykuose ir jų pavadinimuose. Dabartiniai pavadinimai yra pernelyg įmantrūs, kai vartojamas žodis „strateginis“, bet ekspertų grupė nėra įsitikinusi, kad dalykai iš tikrųjų taip jau labai skiriasi nuo įprastų vadybos dalykų ir kad iš tikrųjų rinkai reikia, kad studentai skirtų daug dėmesio *strategijai*.

Atsižvelgiant į tai, kad daugelis studentų jau kurį laiką nedalyvauja studijų procese (jie visi dirba), patariama, kad bent vienas privalomas programos dalykas būtų susijęs su *mokslinių tyrimų metodais*. Šiuo metu magistro laipsnis gali būti suteiktas ir neturint pakankamai žinių apie mokslinių tyrimų metodus.

Be to, ekspertų grupė pataria skirti daugiau valandų 10 ECTS kreditų vertinamiems studijų dalykams. Kadangi magistrantūros programos absolventai bus rengiami dirbti tarptautinėse įmonėse ar netgi ne Lietuvoje, vis daugiau dalykų turėtų būti dėstoma anglų kalba. Be to, ekspertų grupė rekomenduoja dar kartą palyginti šią programą su svarbiausių universitetų siūlomomis analogiškomis arba panašiomis programomis, kad būtų aiškiau, kas yra šiuolaikinė

organizacijų vadyba. Šiose vertinimo išvadose buvo aptartos kai kurios galimos sritys, dalykai ir pavadinimai.

III. REKOMENDACIJOS

1. Paaiškinti suinteresuotoms šalims, į ką programa orientuota, ir aiškiau nurodyti joms svarbiausią programos vertybę.

2. Į studijų procesą įtraukti daugiau įmonių specialistų / praktikų, kurie būtų kviestiniai dėstytojai. Ir toliau palaikyti glaudžius ryšius su verslo pasauliu telkiant akademinį personalą.

3. Iš naujo apsvarstyti dalykų pavadinimus, grindžiant juos turiniu, studentų ir rinkos poreikiais.

4. Labai siūloma, kad bent vienas privalomas programos dalykas būtų susijęs su *mokslinių tyrimų metodais*.

5. Persvarstyti *projektų valdymo* kurso naudą šiai programai.

6. Apsvarstyti, ar nereikėtų įtraukti į studijų dalykus programą daugiau bendrųjų kompetencijų, susijusių su verslo psichologija, streso valdymu, derybomis, vartotojų psichologija, etika ir t. t. Be to, gali būti naudinga apsvarstyti ir įtraukti dalykus, kurie glaudžiau susiję su programos tikslu, ir dalykus, kurie yra būdingi panašioms programoms, pvz., tarptautinių organizacijų struktūra, žmonių elgesys organizacijoje, žmogiškųjų išteklių vadyba, vadybinės komunikacija (*managerial communications*), pagrindinės socialinės naujovės organizacijose, profesinių santykių vadyba, kokybės vadyba ir t. t.

7. Skirti daugiau kontaktinių valandų už 10 ECTS kreditų kursą.

8. Pasistengti, kad daugiau dėstytojų dalyvautų tarptautiniuose mokslinių tyrimų projektuose ir kad daugiau straipsnių būtų paskelbta tarptautiniuose recenzuojamuose žurnaluose.

9. Daugiau dėmesio skirti studentų „nubyrėjimo" lygiui.

10. Stiprinti ryšius tarp įvairių socialinių dalininkų (pvz., dėstytojų, socialinių partnerių, absolventų ir t. t.) siekiant pagerinti studijų proceso kokybę.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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[1] Žin., 2002, Nr.37-1341.