



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
LYDERYSTĖS PROGRAMOS (612N60001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *LEADERSHIP* (612N60001)
STUDY PROGRAMME
at Kaunas University of Technology

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Lydersytė</i>
Valstybinis kodas	612N60001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Žmonių išteklių vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žmonių išteklių vadybos bakalauras
Studijų programos įregistravimo data	Švietimo ir mokslo ministro įsakymas, Nr. V-785, 2010-05-27

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Leadership</i>
State code	612N60001
Study area	Social Sciences
Study field	Human Resource Management
Kind of the study programme	University Studies
Level of studies	First
Study mode (length in years)	Full-time (4), part-time (6)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor in Human Resource Management
Date of registration of the study programme	17 th of February, 2010, KTU Senate's Decree No. 18; 27 th of May, 2010, the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. V-785 (state code 612N60001)

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I. INTRODUCTION

Kaunas University of Technology (hereinafter – KTU) is one of the largest technical university in the Baltic States with 17 000 students and about 2800 staff members. The number of undergraduate students is 13 000, the study programmes are provided by 13 faculties. The full-time and part-time Leadership bachelor study programme is implemented by the Faculty of Social Sciences and the responsible unit is the Department of Strategic Management. The study programme has been offered since 2010. There was no evaluation of the Leadership study programme performed previously.

From 1990 to 2000 the Faculty had the name of Faculty of Administration. Other undergraduate programmes provided by the Faculty in the areas of business and public administration are: Business Administration, European Studies, Public Administration and Public Policy. The Faculty has a master's degree programme built on the undergraduate Leadership study programme, which is Strategic Leadership study programme. This graduate programme was established in 2010, too.

The expert team received the University's self-evaluation report in December of 2012 and a preliminary report was then produced together with a series of questions and queries to be asked by the team during the site visit. The site visit took place on 4 February 2013.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

There is another Faculty at KTU dealing with study programmes in the fields of Economics and Management. Undergraduate degree programmes as Economics, Public Sector Economics, Accounting, Human Resource Management, Finance, Management and Marketing belong to the Faculty of Economics and Management. The Faculty of Social Sciences decided to launch its new programmes in Leadership from 2010 separately from the traditional Business Administration programmes. However, it could be a problem for the potential students to make the distinction between the management programmes of the two Faculties. The management of

the programme confirmed during the site visit that the Leadership study programme needs more visibility.

The aim of the Leadership study programme is to give a different competence portfolio than those from other undergraduate study programmes. It is stated in the Self-Evaluation Report (SER) of the Leadership study programme that study programme is concentrating on “the ability to understand people, team building, constructive interaction and communication, change management, problem solving abilities, coaching competencies” (SER, p. 6). The final goal is to offer alternatives for the graduates of the programmes in the labour market. It is a crucial question whether the programme could achieve that goal. The graduates will compete with those students who will finish their studies in other Human Resource Management (HRM) (or HRM-related) programmes. At the moment there are no graduates in the programme, therefore it is not possible to verify the high expectations of the founders of the new Leadership study programme. The visiting team met students who were active and ambitious; they supported the goals of their studies.

On one hand there is a rationale in diversifying the HRM programmes and to make a special offer for those who have the ambition to become innovative leaders in different areas of the economy and the society. On the other hand the level of study is questionable. Most of the Leadership programmes (we can find the majority of them in the United States) are based on work experience, and they are placed amongst the graduate and executive programmes. Finally, the scope of the programme is relatively narrow taking into account that the official degree will be issued in Human Resource Management. Some of the similar leadership studies are offered elsewhere as a specialization for management students.

The expert team recognized that the undergraduate Leadership programme is unique in the Lithuanian higher education, but – because of the lack of graduates – the team was not in the position to judge the strength and weaknesses of the programme on the basis of the labour market feedback.

With a closer look at the graduate Strategic Leadership study programme (also provided by the same Faculty) the expert team suggests to bring the aims and the content of the undergraduate Leadership study programme closer to an undergraduate HRM degree. Some recommendations concerning the content of the programme will follow later on.

1.2. Learning outcomes of the programme

The learning outcomes are closely related to the main functions of human resource management, organizational design, decision making and leadership. However, some important functions are missing: control (mainly accounting and financial tools), legal issues, and some of the fundamental business areas have less emphasize, e.g. marketing, operations management, international relations. The expert team suggests a broader focus of the first two years' studies with more foundational business subjects.

The description and the level of the learning outcomes are relevant for the bachelor study programme and for awarding a bachelor qualification. The self evaluation report (SER) makes a comparison of the learning outcomes of the study programme to the Dublin descriptors (see SER, p. 8). The detailed descriptions of the learning outcomes are in harmony with both these descriptors and with the descriptors of Level 6 of the European Qualification Framework.

The description of the study subjects (SER, Annex No. 1) demonstrates a good formal compatibility with the national and European requirements. The aim of the course, learning outcomes, teaching/learning methods are clearly demonstrated, assessment methods are also assigned to each learning outcome. The syllabus breaks the course into logical teaching units. The evaluation procedure and the compulsory readings are described for the students.

Continuous assessment of learning outcomes is performed; information about the level of knowledge as well as ability to work independently is collected. Learning outcomes and study subjects content and outcomes are reviewed and developed annually by the Study Programme Committee. The content of the study programme is continuously discussed at the Department of the Strategic Management. Stakeholders (e.g. Confederation of Industrialists) provide recommendations and suggestions for the study process development (SER, p.7). The programme aims and learning outcomes are available for the public. The KTU website has a description about the aims, learning outcomes and subjects in English, as well: (http://uais.cr.ktu.lt/plsql/mod_dest/stp_report_ects.card_ml?p_valkod=612N60001&p_year=2012&p_lang=EN).

The expert team confirmed that the minimum requirements are met.

2. Curriculum design

2.1. Programme structure

The curriculum meets the legal requirements: the structure and volume of the undergraduate Leadership study programme corresponds to the legal requirements for first level study programmes, approved by the Ministry of Education and Science, and to legal acts regulating the studies at the University. The study programme is implemented in full-time and part-time study mode. Full-time studies last for four years (8 semesters) and part-time studies – six years (12 semesters). The SER gives detailed description of both study modes (SER, pp. 11-14). The part-time study programme meets the legal requirements of that specific study mode, so the expert team will focus on the full-time mode in the further discussion. (It is worth to mention that the part-time students are studying separately from 2011).

2.2. Programme content

Study subjects are related between each other and form a consistent study plan, but as indicated before the expert team found that some foundational subjects are missing, and the team also found the scope of the study programme relatively narrow.

The first two years of the core subjects contain – among others – the basics of economics, mathematics, statistics, management, information technologies, human resource management and psychology. The students can study organizational behaviour and the basics of strategic management in the last two years. All these subjects are necessary, but in order to obtain a well-established bachelor's degree in the field of business administration and management with a title of “degree in human resource management” more foundational business subjects are necessary. The expert team suggests that at least corporate finance and managerial accounting have to be included in the core curriculum (but for a leadership programme investments and controlling can also be equally important). To learn more about business administration at least an integrated course on marketing, logistics and operation management (e.g. Supply Chain Management) should be needed. Business law is also necessary. It has to be discussed how the international content of the subjects can be increased: with more case studies incorporated into the existing courses, or with providing an international business subject. The team also realized that the students could have used more language courses if it had been provided.

Some courses can be found amongst the electives – marketing, international business, international management, business finance and legal aspects in leadership –, however, they could not replace the core subjects. One of the reasons is that the students have the possibility to choose a second degree (minor) from another study programme instead of choosing 10 elective subjects (SER, p. 10).

The recommended subjects can be built into the core curriculum replacing some existing courses, and those can be put into the pool of elective or optional subjects.

3. Staff

3.1. Staff composition and turnover

According to the regulation no less than 10% of study program basic subjects should be taught by lecturers having scientific degree. The study programme satisfies that requirement: 16 professors and associate professors are listed in Annex 2, and on pages 13 and 14 of the self-assessment report, with a doctoral degree (SER calculates 48% on page 17). Part of the annual workload of teachers is for teaching (lectures, seminars, laboratory works and practical trainings). Table 4 and Table 5 of the SER show the number of contact hours per subjects. Together with Annex 2 they demonstrate big differences in the individual workload of the faculty and in the involvement of the Leadership study programme. The expert team asked the staff during the visit and they confirmed that the reason was that only two years of the programme have been completed, and the workload will be balanced regarding the entire program.

3.2. Staff competence

There are experienced professors and young lecturers together in the study programme. Most of them have a long record not only in teaching, but in the practice, as well. That is an important positive feature of a management-related programme. Teaching experience of teachers is the following: 41% of them have 0–10 years experience; 38% of them have 11–20 years experience; 14% of the have 21–30 years experience; 7% of them have more than 30 years experience. The teaching and practical experience is transferred continuously; 50% of the teachers have at least 10 years practical experience. According to CVs of the staff, teachers' applied scientific research

and experimental activity is correlated with the study programme. The majority of the staff has scientific publications both in Lithuanian and in English.

The SER mentions that the teachers are from 6 departments, and this composition is viewed as a difficulty in integrating and managing the study programme. The expert team does not share that view: it could not be possible to collect all expertise in one department; variety of the departmental affiliation can be seen as strength and not a challenge. However, as it was indicated earlier, teachers from other faculties could also be needed to teach those courses which are missing from the portfolio of the Faculty of Social Science.

4. Facilities and learning resources

4.1. Facilities

For the implementation of the study programme the Department of Strategic Management uses different facilities of the University in different locations: the classes are held in the Faculty building, some rooms are in the Cultural Centre, and the computer labs can be found in the Computer Service Centre of the University.

The main computer classroom of the Faculty has new machines, and some other rooms are also equipped with advanced information technology. The students use the Central Library. It has 174 workplaces and renews its resources every year. All the necessary databases are available for the students. The Department of Strategic Management has its own reference library and its other resources (printing machines, video camera, etc.) are also available for the students. The expert team visited the library dedicated to the students of the Faculty and some classrooms. The state of the infrastructure is good, appropriate for the teaching and learning process. The students mentioned during the visit that more new subject-specific books would be needed in the Faculty library in English.

4.2. Learning resources

Due to the fact that the programme has its third year, it was not possible to assess the adequate arrangements for students' practice. The study plan contains practical work and the necessary preparations have just started.

Some of the teaching materials, books, databases are available online. The students can contact the lecturers during the consultation hours and by e-mail, too. The small number of students make that communication possible, however, the experience is that other communication tools than e-mail are more efficient (e.g. Moodle messages).

5. Study process and student assessment

5.1. Student admission

Students wishing to study at KTU programmes have to fulfil general admission criteria (KTU is a member of the Lithuanian Higher Education Associations for Organizing Joint Admission). They are admitted according to their marks of three maturity exams and one study subject. The competitive score is calculated as a weighted average of these four marks. The Leadership study programme started in 2010, and only few applications have been registered (11 as first priority of 210 applications as a whole). The number of students who enrolled the full-time programme was 18; the part-time programme accepted 3 students (with a special time-schedule). Next year the number of student with first priority increased to 74 (of 658) and 41 students enrolled in the full-time, 18 students enrolled in the part-time studies. The increase is big at first sight, however, these figures do not give a solid basis to draw any conclusion. 90% of the students pay tuition, only 6 students have state funded places. The new Lithuanian support system allows the students to choose where they will use their voucher, but the number of vouchers is limited and only those students are supported by the state, who have the highest competitive scores.

The self-evaluation report does not write about the promoting work and the marketing tools have been applied. It is also missing from the description how the management reacts the actual figures and what could be the measures to be taken. It is not clear, who are the target groups of any advertising campaign. During the visit the team got some pieces of information about the centralized promotion of all university programmes. However, that central promotion does not replace a detailed and focussed marketing activity of a particular programme, which could be done by the Faculty.

5.2. Study process

The study plan regularly has 60 credits per one academic year for full-time students and 30-45 credits for part-time students. The students can have consultations on their study plans with the

Study Programme Committee members, the Deans' Office, and the coordinator of the study programme.

Dropout numbers are low, but compared to the size of the programme two-three students can represent a relatively high dropout rate.

Outstanding students will have the opportunity to be involved in the research of the Department. Annual student scientific conferences are organized.

International mobility of students started with 3 outgoing Erasmus students; there are plans to expand the mobility activity. The Leadership study programme students can use the international relations of the University and the faculty. The expert team suggests that the Faculty could use its own international relations to increase the intensity of international mobility. It is also an option to find those particular schools which have similar programmes and to build cooperation with them.

5.3. Student support

Information about the course requirements and the modes of the assessment are available for the students, course descriptions are provided. The expert team met the students: they knew about their possibilities to make complaints and suggestions, and they were satisfied with the feedback from the teachers.

Those students who have financial difficulties can apply for support from the University.

The programme is in its third year, a lot of activities to be supported (practice, thesis writing, graduate placement) will take place later, therefore the visiting team concentrated mainly on the support of the actual learning process and found it satisfactory.

5.4. Student achievement assessment

The course outlines include details about the assessment methods and the information is available on the website. As indicated, the aims of each subject reflect the aims of the study programme. The students are evaluated according to how they managed to reach the aims. The cumulative mark is estimated by proportions provided in the course outline details. The

requirements are clear; in case of any problem the students can turn to the study advisers. The students can work on their assignments at the university computer workstations, and they can submit the projects electronically. Exams and the feedback of the papers' evaluation are discussed with the lecturers/instructors.

Final exams and thesis defence are expected to be organized in the academic year 2013/2014 at the first time. The necessary regulations can be found in the General Inventory of Requirements for Final Degree Projects of First- and Second-Level Studies and in the Order of Preparation and Assessment of Bachelor's Final Degree Projects determined by the Board of the Faculty of Social Sciences (both institutional regulations were approved in 2006).

6. Programme management

6.1. Programme administration

KTU Statutes describe the organization, monitoring, evaluation and other aspects of the studies. There are centralized committees and bodies responsible for strategy, academic content of the programmes, quality assurance, etc. Study Programme Committee of the Faculty of Social Sciences has been monitoring all programmes at the faculty. Leadership study programme is also controlled by that Committee which is supervised by the centralized bodies. Everyday tasks are coordinated by the Department of Strategic Management. There are regular meetings at the Department to react to the complaints and suggestions. Social partners are also invited to take part in the development of the programme. The expert team had the opportunity to talk to those persons who are responsible for the program running. Their comments and assessments have been built into the report.

In the management of the programme the expert team recommends improvements in two aspects. The marketing of the programme has to be more focused, the target groups have to be identified and more resources can be devoted to promoting the programme. Social partners can be involved more extensively. Other area for improvements is the internationalization of the programme. More leadership-focused collaboration and exchange opportunities can be found and used both for the staff and the students.

6.2. Internal quality assurance

From the central administration the vice-rector for studies leads the internal accreditation of the study subjects and there is a regular three-year process to renew all the programmes. A coordinating teacher is responsible for the content and the provision of a study subject, thus is the main actor in ensuring the quality of single study subjects locally. The subjects of the Leadership study programme are accredited until September 2015 (source: course descriptions in Annex 1). The programme is discussed during the formal meetings of the Department of Strategic Management at least two/three times per semester. The expert team asked the protocols of these meetings. The management provided the requested documents. They include recommendations for improvement, too, however, most of them are very general and they are not followed with an action plan.

The SER provided documents and sources of information about the monitoring process of the quality assurance system, as a whole. The expert team had the opportunity to discuss quality matters with the management; however, their two-year experience is not enough to draw conclusions regarding the Leadership study programme. The expert team asked about the involvement of the students in the quality assurance process. They can articulate their opinion in several ways: there are surveys (an electronic questionnaire can be completed by the students twice a year); discussions are organized at the department with the participation of the students; focus groups are organized to analyse the content of the programme. The expert team found that the system works, however, the feedback process is not as strong as the collected information allow.

As part of the quality assurance a regular SWOT analysis is needed with recommendations for the necessary measures to be taken. The management has to think about the long term sustainability of the programme, too. The admission system, placement of the students and the economic efficiency of the programme can be built into that sustainability plan. A risk analysis is also needed.

III. RECOMMENDATIONS

1. The expert team recommends to think about repositioning of the Leadership study programme and to make slight changes. The focus of the changes has to be related on bringing the programme closer to a management programme specialized in human resource management with special emphasize on leadership.
2. In accordance with the first recommendation the expert team suggests a broader focus of the first two years' studies with more foundational business subjects. The graduates of the programme will obtain a degree in human resource management therefore they need more knowledge in the foundational business subjects (e.g. corporate finance, accounting, supply chain management, business law, international business) in the core curriculum. Replacement of some existing courses is suggested.
3. The capacity of the Faculty of Social Science is limited to cover that broader scope of the programme. More intensive collaboration with the Faculty of Economics and Management is recommended. Social partners can also be involved more extensively.
4. Stronger promotion of the programme is advised focusing not only on the uniqueness of the programme but with an emphasize on a clear distinction from other, similar management programmes. The target group should also be defined. The team suggests that those who have work experience can get priority.
5. The Faculty of Social Sciences offers a masters' programme in Strategic Leadership. Recommendation is a more formal connection between the two programmes to use the synergies.
6. The expert team suggests that the Faculty could use its own international relations to increase the intensity of international mobility. It is also an option to find those particular schools which have similar programmes and to build cooperation with them.
7. The management has to think over the long term sustainability of the programme. The economic efficiency of the programme can be built into that sustainability plan. A risk analysis is also needed.

IV. SUMMARY

The aim of the Leadership study programme is to give a different competence portfolio than other undergraduate study programmes. The expert team recognized that this programme is unique in the Lithuanian higher education, and appreciated the innovative approach of the Faculty. The programme has only a two-year history without graduates, therefore it is not possible to verify the expectations of the programme designers in the job market. We can see it, however, from an international perspective.

On one hand it is rational to make a special offer for those who have the ambition to become innovative leaders in different areas of the economy and the society. On the other hand the level of study is questionable. Most of the Leadership programmes offered internationally is based on work experience, and they are placed amongst the graduate and executive programmes. Finally, the scope of the programme is relatively narrow taking into account that the official degree will be issued in Human Resource Management. Some of the similar leadership studies are offered elsewhere as a specialization for management students. Taking these considerations into account the expert team suggests bringing the aims and the content of the undergraduate Leadership study programme closer to an undergraduate HRM degree.

Some recommendations concerning the content of the programme can be done, too. The first two years of the core subjects contain – among others – the basics of economics, mathematics, statistics, management, information technologies, human resource management and psychology. The students can study organizational behaviour and the basics of strategic management in the last two years. All these subjects are necessary, but in order to obtain a well-established bachelor's degree in the field of business administration and management with a title of “degree in human resource management” more foundational business subjects are necessary. The expert team suggests that at least corporate finance and managerial accounting have to be included in the core curriculum. To learn more about business administration at least an integrated course on marketing, logistics and operation management (e.g. Supply Chain Management) should be needed. Business law is also necessary. It has to be discussed how the international content of the subjects can be increased: with more case studies incorporated into the existing courses, or with providing an international business subject.

From a more formal viewpoint the curriculum meets the legal requirements: the structure and volume of the undergraduate Leadership study programme corresponds to the legal requirements for first level study programmes. Full-time and part-time studies are organised efficiently.

There are experienced professors and young lecturers together in the study programme. Most of them have a long record not only in teaching, but in the practice, as well. That is an important positive feature of a management-related programme. Teachers' applied scientific research and experimental activity is correlated with the study programme. The majority of the staff has scientific publications both in Lithuanian and in English.

Facilities and learning resources are appropriate. Classrooms and labs are equipped with the necessary tools. The Central Library can be used by the students, most of the teaching materials, books, databases are available online. The students can contact the lecturers during the consultation hours and by e-mail, too.

The course outlines include details about the assessment methods and the information is available on the website. The students are evaluated according to how they managed to reach the study aims. Exams and the feedback of the papers' evaluation are discussed with the lecturers/instructors. Students are involved in the quality assurance process. They can articulate their opinion in several ways: there are surveys; discussions are organized at the department with the participation of the students; focus groups are organized to analyse the content of the programme.

A coordinating teacher is responsible for the content and the provision of a study subject. The programme, as a whole, is discussed during the formal meetings of the Department of Strategic Management. The expert team asked the protocols of these meetings and the management provided the requested documents. They include recommendations for improvement. During the site visit the expert team had the opportunity to talk with the main stakeholders and has got a positive feedback about the content of the self assessment report. The meeting with the students provided the team with useful comments, too.

In the management of the programme the expert team recommends improvements in two aspects. The marketing of the programme has to be more focused, the target groups have to be identified and more resources can be devoted to promoting the programme. Social partners can be involved more extensively. Other area for improvements is the internationalization of the

programme. More leadership-focused collaboration and exchange opportunities can be found and used both for the staff and the students.

The expert team recommends that another assessment of the programme and a visit would take place after a three-year period. By that time there will be experiences about the entire programme. The first students will be graduated and some evidences could also be collected on how the job market received those graduates.

V. GENERAL ASSESSMENT

The study programme *Leadership* (state code – 612N60001) at Kaunas University of Technology is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
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)	2
	Total:	15

*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 PIRMOS PAKOPOS STUDIJŲ
PROGRAMOS *LYDERYSTĖ* (VALSTYBINIS KODAS – 612N60001) 2013-03-20
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-60 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Lyderystė* (valstybinis kodas – 612N60001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

* 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

Lyderystės studijų programos tikslas yra suteikti kitokį kompetencijų portfelį, nei numatyta kitomis bakalauro laipsnio studijų programomis. Ekspertų grupė pripažįsta, kad ši programa yra unikali Lietuvos auštojo mokslo sistemoje, ir teigiamai vertina tokių iniciatyvų Fakulteto požiūrį. Programa dėstoma tik du metus, dar nėra šią programą baigusiu studentų, todėl patikrinti programos kūrėjų lūkesčių darbo rinkos atžvilgiu kol kas nėra galimybės. Tačiau mes tai galime vertinti tarptautiniu požiūriu.

Viena vertus, tikslinga siūlyti tokią specialią programą asmenims, kurie turi ambicijų tapti inovatyviais lyderiais įvairiose ekonomikos ir visuomenės srityse. Kita vertus, studijų lygis vis gi kelia abejonių. Dauguma pasaulyje siūlomų lyderystės programų grindžiamos darbo patirtimi, jos yra įgyvendinamos pagal magistro ar vadovų rengimo programas. Galiausiai, šios programos apimtis yra palyginti siaura, atsižvelgiant į tai, kad oficialiai baigusiems programą išklausiusiems

studentams bus suteikiamas žmonių išteklių vadybos bakalauro laipsnis. Panašios lyderystės studijos yra siūlomos kitose aukštosiose mokyklose kaip atskira vadybos studijų specializacija. Atsižvelgdama į pirmiau pateiktus pastebėjimus ekspertų grupė rekomenduoja bakalauro laipsnio Lyderystės studijų programos tikslus ir turinį padaryti artimesnius žmonių išteklių vadybos bakalauro laipsnio programai.

Taip pat gali būti pateiktos kelios rekomendacijos dėl programos turinio. Per pirmuosius du metus dėstomi pagrindiniai dalykai, be kitų, yra ekonomikos pagrindai, matematika, statistika, vadyba, informacinės technologijos, žmogiškųjų išteklių vadyba ir psichologija. Paskutinius du metus studentai gali studijuoti organizacinę elgseną ir strateginės vadybos pagrindus. Visi šie dalykai yra neabejotinai reikalingi, tačiau norint pagrįstai suteikti bakalauro laipsnį su antrašte „žmonių išteklių vadybos bakalauras“ verslo administravimo ir vadybos srityje, į programą būtina įtraukti daugiau fundamentaliųjų dalykų. Ekspertų grupė siūlo į pagrindinių dėstomų dalykų sąrašą įtraukti bent jau įmonės finansų ir vadovybės apskaitos dalykus. Norint suteikti daugiau žinių verslo administravimo srityje reikėtų į programą įtraukti tokius dalykus, kaip rinkodara, logistika ir veiklos valdymas (t.y, tiekimo grandinės valdymas). Taip pat būtina įtraukti verslo teisės discipliną. Būtina aptarti, kaip galima sustiprinti dalykų tarptautiškumo aspektą – ar esamuose kursuose pateikti daugiau atvejų analizių, ar numatant tarptautinio verslo dalyką.

Formaliu požiūriu teisinius reikalavimus mokymo programa atitinka: bakalauro Lyderystės studijų programos struktūra ir apimtis atitinka pirmos pakopos studijų programai taikomus teisinius reikalavimus. Sėkmingai vykdomos nuolatinė ir iššėstinė studijų formos.

Studijų programos dalykus dėsto patyrę dėstytojai ir jauni lektoriai. Dauguma jų turi ne tik ilgametės pedagoginio, bet ir praktinio darbo patirties. Tai labai svarbus teigiamas šios su vadyba susijusios programos aspektas. Dėstytojų taikomoji mokslinė ir eksperimentinė veikla yra susijusi su studijų programa. Dauguma dėstytojų yra paskelbę mokslinių publikacijų tiek lietuvių, tiek anglų kalbomis.

Programai skiriama materialioji bazė ir metodiniai ištekliai taip pat yra pakankami. Kabinetai ir laboratorijos yra aprūpintos visomis reikalingomis priemonėmis. Studentai gali naudotis Centrinės bibliotekos ištekliais, dauguma mokymosi medžiagos, knygų ir duomenų bazių yra prieinamos internetu. Studentai gali kreiptis į dėstytojus jų paskirtu konsultacijų laiku, taip pat elektroniniu paštu.

Studijų kokybės vertinimo centras

Kurso apraše pateikta informacija apie vertinimo metodus, ir tokia informacija yra taip pat paskelbta interneto puslapyje. Studentai yra vertinami pagal tai, kaip jie sugebėjo pasiekti studijų tikslus. Egzaminų pažymiai ir studentų darbų vertinimo rezultatai yra aptariami su dėstytojais / kuratoriais. Taip pat studentai dalyvauja kokybės užtikrinimo procese. Savo nuomonę studentai gali pareikšti keliais būdais: fakultete atliekamos nuomonių apklausos, taip pat aptarimas dalyvaujant studentams; analizuojant programos turinį išskiriamos tikslinės grupės.

Koordinuojantis dėstytojas yra atsakingas už studijų dalyko dėstymą ir jo turinį. Programa kaip visuma yra aptariama oficialiuose Strateginio valdymo fakulteto susirinkimuose. Ekspertų grupė paprašė pateikti tokių susirinkimų protokolus, ir vadovybė ekspertams pateikė visus prašytus dokumentus. Dokumentuose taip pat pateiktos rekomendacijos dėl programos tobulinimo. Vizito metu ekspertų grupė turėjo galimybę pabendrauti su pagrindinių suinteresuotų šalių atstovais, kurie teigiamai atsiliepė apie savianalizės suvestinės turinį. Taip pat naudingų pastabų ekspertų grupei buvo pateikta susitikimo su studentais metu.

Programos vadybą ekspertų grupė rekomenduoja patobulinti dviem aspektais. Programos reklama ir jos pristatymas visuomenei turėtų būti tikslingesni, turi būti nustatytos tikslinės grupės, ir daugiau išteklių skiriama programos populiarinimui. Taip pat galima būtų plačiau į šią veiklą įtraukti socialinius partnerius. Kitos tobulintinos sritys yra programos tarptautiškumas. Tiek darbuotojams, tiek studentams būtų naudinga plačiau išnaudoti bendradarbiavimo ir mainų galimybes orientuotas į lyderystę.

Ekspertų grupė rekomenduoja kitą programos vertinimą ir apsilankymą vietoje surengti po trejų metų. Iki to laiko bus sukaupta daugiau patirties apie visos programos įgyvendinimą. Tuo metu jau bus pirmieji programą baigę studentai, ir bus gauta informacijos apie tai, kaip tokius absolventus priėmė darbo rinka.

III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja Lyderystės studijų programą peržiūrėti, ir numatyti tam tikrus jos pakeitimus. Tokiais pakeitimais turėtų būti siekiama priartinti šią programą prie vadybos programos, kurios specializacija yra žmonių išteklių vadyba, atskirai akcentuojant lyderystės aspektą.

2. Teikdama šią pirmą rekomendaciją ekspertų grupė siūlo praplėsti pirmų dviejų metų studijų spektrą įtraukiant daugiau fundamentaliųjų su verslu susijusių dalykų. Programą išklause studentai įgys laipsnį žmonių išteklių valdybos srityje, todėl pagal jų pagrindinę mokymo programą jie privalo gauti daugiau žinių iš pagrindinių verslo dalykų (pvz., įmonių finansai, apskaita, tiekimo grandinės valdymas, verslo teisė, tarptautinis verslas). Kai kuriuos šiuo metu dėstomus kursus siūloma pakeisti.
3. Socialinių mokslų fakultetas pajėgumas yra ribotas norint įgyvendinti platesnės apimties programą. Todėl rekomenduojama intensyviau bendradarbiauti su Ekonomikos ir vadybos fakultetu. Taip pat galima būtų plačiau į šią veiklą įtraukti socialinius partnerius.
4. Rekomenduojama daugiau dėmesio skirti programos reklamai, ne tik akcentuojant programos unikalumą, bet ir aiškiai nurodant, kokiais aspektais ji skiriasi nuo kitų, panašių vadybos programų. Taip pat turėtų būti aiškiai apibrėžta tikslinė grupė. Ekspertų grupė siūlo, jog pirmenybė turėtų būti teikiama turintiems darbo patirties.
5. Socialinių mokslų fakultetas įgyvendina Strateginės lyderystės magistro studijų programą. Rekomenduojama sustiprinti formalius ryšius tarp šių dviejų programų, siekiant pasinaudoti sukuriamomis sąveikomis.
6. Norėdamas padidinti studentų tarptautinį judumą Fakultetas galėtų pasinaudoti savo turimais tarptautiniais ryšiais. Kita galimybė būtų rasti kitas panašias programas įgyvendinančias mokyklas, ir užmegzti su jomis bendradarbiavimo ryšius.
7. Vadovybė turėtų apgalvoti, kaip užtikrinti ilgalaikį programos tvarumą. Rengiant programos tvarumo planą galima būti remtis jos ekonominiu veiksmingumu. Taip pat būtina atlikti rizikos analizę.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr.37-1341.