



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto  
**PROGRAMOS VADYBA (621N20010)**  
**VERTINIMO IŠVADOS**

---

**EVALUATION REPORT**  
**OF MANAGEMENT (621N20010)**  
**STUDY PROGRAMME**  
at *Kaunas University of Technology*

Grupės vadovas:  
Team leader: Brian O'Connor

Grupės nariai:  
Team members: Modestas Gelbūda  
Nina Jankova  
Kari Lilja  
Greta Kasparaitytė

Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2013

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Vadyba
Valstybinis kodas	621N20010
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji pakopa
Studijų forma (trukmė metais)	Nuolatinės (2); iššęstinės (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	2007-02-19; No. ISAK -225

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Management
State code	621N20010
Study area	Social Sciences
Study field	Management
Kind of the study programme	Master studies
Study Cycle	Second cycle
Study mode (length in years)	Full-time (2); part-time (3)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	2007-02-19; No. ISAK -225

# CONTENTS

CONTENTS .....	3
I. INTRODUCTION .....	4
II. PROGRAMME ANALYSIS .....	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design.....	5
3. Staff .....	7
4. Facilities and learning resources .....	8
5. Study process and student assessment .....	8
6. Programme management .....	9
III. RECOMMENDATIONS .....	10
IV. SUMMARY .....	10

## I. INTRODUCTION

Kaunas University of Technology consists of 13 faculties (including the faculties of Panevežys Institute) that contain 73 departments, 27 centres, 6 institutes and 15 research laboratories. In addition there are the International Study Centre with one research laboratory; the Library; 13 institutes with 8 centres and 19 research laboratories; 5 centres with 2 research laboratories; 18 administration and service departments. The disciplinary coverage of the university is very broad, including natural sciences, technical sciences, social sciences and humanities.

The faculty of Economics and Management contains seven departments and three centres. The disciplinary coverage of the faculty is typical for business schools. The faculty is responsible for 8 undergraduate and 10 graduate study programmes. There are 120 faculty teachers and 40 doctoral students. The number of undergraduate and graduate students was 2505 in 2012.

In this review the focus is on the Master of Management programme. The evaluation is based on the Self-Assessment Report (SAR) of the faculty and on the site visit conducted on the 20<sup>th</sup> of March, 2013.

For the Master of Management programme a new competitive context was formed by the faculty since 2012 when five new functional and two new 90 ETCS Master's programmes were launched within the Business Studies. For instance, there is direct competition for the Master of Management programme from the Master of Organisation Management programme, which is the other 90 ECTS programme. Additional competition comes from the Master of Human Resources Management programme. Thus it is no wonder that the number of accepted students dropped from 50 full-time students in 2011 to 15 in 2012. On the other hand, many of the courses provided in the Management Programme are also available in other programmes. In addition there are considerable numbers of part-time students studying, as in 2010 the number of part-time student accepted was 51 (SAR, p. 30).

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The aims/objectives of the programme take very well into account the on-going change in business life and they are well communicated to the public. In a knowledge-based economy and society, activities of the firm are invented via experimentations and managed in network settings which are dynamic and contain different types of uncertainty. From the point of view of such a

context, the specified learning outcomes are well defined and their scope cover dimensions that are extremely important for specialists in management professions. Besides the knowledge, research and special skills in distinct functional specialisations, especially the approach explicated under the topic “social skills” take up the importance of inductive reasoning, the role of argumentation and dialogue in multi-professional communities where justifications for standpoints have to be provided.

The matrix in which the courses of the programme are listed (Annex 1) and the table 3 in the SAR give an excellent overview how the learning outcomes of the programme are reached. The content specifications of courses, explications of the pedagogics used as well as the answers we received when meeting the teachers and students provided further justifications that the learning outcomes of the programme can be reached.

From the point of view of professional labour markets, there is clearly a need for managers that can take a look at the future beyond operational issues of everyday working life, and to do so have a broad generalist competence in management interlinked with deeper functional specialisations based on the choice made by the student. Such an offering from the point of view of the faculty is a major strength in the programme, as claimed in the SAR. The name of the programme reflect such an offering but the competitive context formed by other closely related Master’s programmes in the faculty and the university more broadly is a challenge for potential students to make a choice of the programme and for the decision-making of the faculty.

In sum, the aims and learning outcomes of the programme are well defined, are clear and are publicly accessible. The learning outcomes of the programme meet the demands of working life. The programme aims and learning outcomes are consistent with relevant international standards and the name of the programme, its learning outcomes, content and qualifications offered are compatible with each other.

## ***2. Curriculum design***

The curriculum meets legal requirement related to the national and international regulative standards. The number of study field courses is enough to facilitate both generalist and specialist competences within the context of management. With the elective courses the students can make use of the multidisciplinary context of the faculty. The curriculum design provides enough courses for students to choose so that 5 courses can be taken per semester in the full time programme.

In the programme a course on strategic management is provided at the basic level but on the whole the courses offered do not necessarily provide a path within which deeper understanding of relevant theoretical and experimentalist approaches within management

professions could be attained. This is due to the fact that within the study field courses considerable emphasis is on various functional specialisations of business studies, like economics, marketing, finance and accounting and very few courses are devoted to the core of the management discipline. Then among the electives only three out of five options have a focus on management issues in order to support the accumulation of knowledge and skills towards a distinctive professional specialisation in management. Finally, when taking a look at the themes of the Master's theses the wide scope in the orientations and knowledge of students is revealed. As such this wide scope of themes in the theses would not be a problem at the business school level but as outcomes of a management programme it raises the issue: what really is the focus and content of the programme. Should many of the theses research processes be hosted by programmes in HRM, marketing, logistics or information systems? Thus there is a danger that the curriculum design of the current Master of Management is somewhat ambivalent as to what kind of identity and cohort community it provides for the students.

In the listing of the learning outcomes of the programme (Table 2, A4, p. 8) the following statement provides a good starting point for creating a more content driven programme: "To assess critically the possibilities for business enterprise strategic management in the national and global market". However the set of courses that are supposed to meet this learning outcome (Table 3, p. 9) have many different disciplinary roots, identities and epistemic assumptions. This raises the issue: how do the courses really complement each other?

One option could be that in the programme emphasis is put on strategy work in in national and global contexts, on management consulting and on explorative types of managerial assignments in companies. This implies that the understanding of agile strategies is prioritised in the learning outcome and to support that more emphasis should be put on the philosophy of social science and qualitative methodology in the curriculum.

Detailed descriptions of the courses provide evidence that in the current programme the learning outcomes defined can be achieved but the lack of disciplinary, substance based and epistemic coherence across the courses raises some doubts about the depth of knowledge that the student can gain via completing the programme.

In sum, the curriculum design meets legal requirements. The Master of Management programme has been one of the core programmes in the faculty of Economics and Management. However, for potential new students the competitive situation between different new master's programmes provided by the faculty has raised the issue about the disciplinary identity of the current Master of Management programme and the professional identity towards which it aims to educate the students. On the whole, enough courses are provided so that 5 courses per semester can be taken during the studies. Students get an overall view in business studies via the study

field courses but their complementarity in order to support a deepening knowledge path remained unclear. Fortunately the electives provide many options for students to deepen their knowledge within a distinct area of professional specialisation.

### *3. Staff*

In the allocation of teaching duties professors bear responsibility of 73 % of the teaching hours. The academic qualifications of the teachers meet national and international standards. Teachers are qualified and engaged in their work and the teacher/student ratio is adequate to ensure the learning outcomes specified for the programme. Students get during the courses considerable amounts of group based assignments which are presented and discussed during the contact hours. The teachers are clearly responsive towards their students, provide courses in which student centred learning is facilitated and students can share their knowledge and understanding in team-based assignments. There is clearly sufficient level of interactive learning and group activities in the courses.

The course descriptions do not always provide a transparent view of the actual teachers as in some cases only the name of the coordinating teacher is provided. The interviews, on the other hand, revealed that the team spirit of teachers responsible for a specific course has been very important and that the coordinating teacher acts in many cases as a mentor to the younger ones. Moreover, when participating in the teaching of the same course teachers share their experiences and this helps them to improve their teaching skills.

Visits to foreign universities are widely used by teachers. Also their participation to international conferences is active providing opportunities for benchmarking the state-of-the art in each field of specialisation. However, publications of the faculty are mostly finding their outlets in national publications.

The turnover of teachers may happen due to the 5 year fixed term nominations of certain categories of teachers.

In sum, the qualifications of the teachers meet both national and international standards. The teacher/student ratio is very favourable for personalised learning experiences of the students despite the number of full-time and part-time students admitted to the programme have been large. Teachers have opportunities to visit foreign universities to benchmark their knowledge with relevant research communities and then update their knowledge.

#### ***4. Facilities and learning resources***

The premises available for teaching are adequate and new technological tools are available to intensify the engagement of students during lectures and group work presentations. Books and electronic information sources are available in the library for students. In the course material descriptions students are expected to search and use such databases in their project work. No complaints were raised among the students when the question about the availability of course material was addressed to them.

The university and faculty are well-connected to the regional settings. Both companies and public sector agencies provide access to empirical studies. Their managers are interested to come to the lectures and share their experiences from real business life contexts with the students and teachers. The university also maintains a tradition of an annual conference where students present their research achievements.

Due to their internships, project assignments and final theses work students have considerable experience from working life at the time they finalise their studies.

In sum, the campus, premises, technical facilities and library services support very well the students in their studies and research projects. For the latter internships and stakeholder connections have been helpful.

#### ***5. Study process and student assessment***

The admission requirements are well-founded and typical for Master's in Management programmes. The annual intake of students to the Master of Management programme has been very large for several years until 2012. For the intakes in the autumn 2012 also other new generalist and functionally oriented Master's programmes were opened in the faculty of Economics and Management and in the faculty of Social Sciences at KTU. For potential students of the Master of Management programme the new Master's Programme offerings are competitors. This can be a reason for the drop in student intake to the Master of Management Programme in 2012. The expert group has also learned that the number of available state-funded places constitutes an incentive for students. Their availability seems to have great impact on students' choices of the study programme. The organization of the study process in the Master of Management encourages students to fulfil the requirements of the programme in due time.

There are considerable numbers of group work assignments in the courses and students have also opportunities to participate in student mobility programmes and make use of internships. Preparations for the final thesis are well founded with a two stage course structure: Research



Project 1 and 2. These preparatory courses may also provide relevant understanding of research methodology but the lack of a course where the philosophy of social sciences is brought to the attention of the student turned out to be a weakness of the curriculum. From the point of view of a typical Organisation and Management Master's Programme more attention should be given to the teaching of qualitative methodology.

Students are encouraged to search relevant themes for their thesis work at an early stage of their studies. Employment related contacts lead often to discussions on relevant research problems both with potential supervisors and responsible contact persons of a field of study. This means that there is both academic and social support available for getting the final thesis work done in due time. In many cases final thesis research projects have formed a bridge for students to employment that fit their educational background and future aspirations. It has been an interesting experience within the expert group to get a feel of these inter-organisational networks across sectors. Without the strong commitment of the teachers to their profession such communities would not have been possible. In the course descriptions, assessments of various assignments and students' study performance are clearly stated and their influence on the grade is well balanced.

Students undertake during their studies different types practical assignments from which relevant working life competences can be attained.

In sum, the admission criteria used in the programme are well-founded and the organisation of the study process facilitates the accumulation of both scientific and practical competences in line with the learning outcomes specified for the programme to fit with the needs of the professional field of management. Over the years the number of graduated students from it has been outstanding.

## ***6. Programme management***

The SAR gives a good proof that the administration of the programme is well done at many levels of the decision-making processes. Teachers were highly committed to their field of specialisation and provide to the students support for their studies and for their journey in the working life. The thankfulness of the alumni to their Alma Mater could be sensed among their representatives in the joint meeting we had with them. Both alumni and employers are interested to contribute to the development of the programme.

In sum, the administrative structures for the programme management are in place. Information is regularly collected on various performance indicators and this information is analysed as part of the quality assurance process. Both internal and external evaluations are used

to improve the programme and the role of stakeholders is significant in this developmental process.

### III. RECOMMENDATIONS

1. The University should consider how the curriculum of the Master of Management programme could be developed by meeting the working life needs of distinct competence profiles among management professions and by so doing take into account the new competitor programmes within the same university. This would help students to choose the most relevant one for them and create a cohort learning experience at the programme and course levels.
2. Irrespective of the revision of the curriculum design the University should consider how the basic skills in doing research with an emphasis on qualitative methodology are taken into account in the course options.
3. After defining the options for the competence profiles within management professions the University should take a stance to the role of philosophy of social science within the courses included in the curriculum.
4. The University should get connected to many of the new research approached in organisation and management studies. The teachers of the core courses in the management area should be more exposed to the leading international conferences and have more time to renew themselves as academics at a cycle of five-to-ten years.

### IV. SUMMARY

The aims and learning outcomes of the Master of Management programme are well defined, are clear and publicly accessible. The learning outcomes of the programme meet the demands of working life even though some doubts are raised whether a more specific disciplinary, substance based and epistemic approach would better support the accumulative learning of the student. The programme aims and learning outcomes are consistent with relevant international standards and the name of the programme, its learning outcomes, content and qualifications offered are compatible with each other.

The curriculum design meets legal requirements. The Master of Management programme has been one of the core programmes in the faculty of Economics and Management. However, for potential new students the competitive situation between different old and new master's programmes provided by the faculty and the university has raised the issue about the disciplinary identity of the current Master of Management programme and of the professional

identity towards which it aims to educate the students. The broad disciplinary scope of the contents of the Final Theses studies was one impulse for digging deeper into this issue. The second reason was the broad disciplinary scope of the study field courses and their epistemic diversity.

On the whole, enough courses are provided so that five courses per semester can be taken during the studies. Students get an overall view in business studies via the study field courses but their complementarity in order to support a deepening knowledge path remained unclear. Fortunately the electives provide many options for students to deepen their knowledge within a distinct area of professional specialisation. The large number of other Master's programmes in the faculty and in the university, having overlaps with each other raised the issue what kind of disciplinary, substance based and epistemic identify would provide competitive edge for the Master of Management programme?

The qualifications of the teachers meet both national and international standards. Professors from many departments have been committed to develop and provide core courses to the programme. The teacher/student ratio is very favourable facilitating personalised learning experiences for the students despite the number of full-time and part-time students admitted to the programme has been large. Teachers have opportunities to visit foreign universities to benchmark their knowledge with relevant research communities and then update their knowledge. However, publications of the faculty are mostly finding their outlets in national publications.

The campus premises, technical facilities and library services support very well the students in their studies and research projects. For the latter internships and stakeholder connections have been helpful. In many cases final thesis research projects have formed a bridge for students to employment that fit their educational background and future aspirations. It has been an interesting experience in the expert group to get a feel of this inter-organisational network and community. Without the strong commitment of the teachers to their profession such a community would not have been possible.

The admission criteria used in the programme are well-founded and the organisation of the study process facilitates the accumulation of both scientific and practical competences in line with the learning outcomes specified for the programme to fit with the needs of the professional field of management. Over the years, the number of graduated students from it has been outstanding.

The administrative structures for the programme management are in place. Information is regularly collected on various performance indicators and this information is analysed as part

of the quality assurance process. Both internal and external evaluations are used to improve the programme and the role of stakeholders is significant in this developmental process.

As to the major strengths of the programme the evaluation team would like emphasise the following:

- The number of faculty available for developing and implementing the programmes
- Responsive teachers and team-based responsibility for programme subjects
- Opportunities for students to get a multi-disciplinary qualification (specialisations and minors)
- Sufficient level of interactive learning and group activities
- Sufficient number of partners providing access for final study projects

As to the weaknesses the team would like lift up the following:

- The drop in the student intake in 2012 and the launch of new Master's Programmes by the faculty and the Social Sciences faculty of the university creates pressure to redesign the disciplinary, epistemic and professional identity of the current programme
  - Even in the current programme the themes of the Master's theses do not reflect specialisation in management as several other functional disciplinary specialisations in business studies are at the core of the content.
  - Theses need more foundation in the philosophy of social science and qualitative research methodology should be taken more explicitly into the courses
  - Teaching in English needs to be improved – particularly in light of proposals/mission to attract foreign students
  - Lack of visiting international faculty members
  - Orientation of the academic staff to participate in local and regional conferences instead of the leading international ones and publishing in local and regional research journals instead of the high ranked international ones.
-

<...>

## V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technikos universiteto studijų programa *Vadyba* (valstybinis kodas – 621N20010) 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
	<b>Iš viso:</b>	<b>17</b>

\* 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

Vadybos magistrantūros programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai skelbiami. Šios programos numatomi studijų rezultatai atitinka darbinės veiklos poreikius, nors kyla abejonų, ar nereikėtų studentams užtikrinti konkretesnėmis disciplinomis pagrįsto mokymosi kelio. Programos tikslai ir numatomi studijų rezultatai atitinka susijusius tarptautinius standartus, jei kriterijumi laikomos MBA programos, o studentai turi didelę praktinę vadybininko darbo patirtį. Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje, kai studentai turi vadybininko darbo patirtį.

Programos sandara atitinka teisės aktų reikalavimus. Vadybos magistrantūros programa yra viena iš pagrindinių ekonomikos ir vadybos fakultete įgyvendinamų programų. Dėl dabartinės programos ir daugelio naujų fakultete ir universitete įgyvendinamų magistrantūros programų konkurencijos studentams iškilo klausimas dėl dabartinės magistrantūros programos dalykų tapatumo ir dėl profesijų, kurių ketinama išmokyti studentus, identiškumo. Vertinimo grupė mano, kad programos *studijų krypties etapą*, be strateginio valdymo metodikos, turėtų sudaryti pagrindiniai dalykai ir kad būtų paisoma savitų episteminių ir metodinių vadybos dalyko ir profesijos reikalavimų.

Apskritai dėstomų dalykų skaičius pakankamas – studijų metu yra galimybė kiekvieną semestrą mokyti penkis dalykus. Studijų krypties dalykai padeda studentams susidaryti bendrą verslo studijų vaizdą, tačiau liko neaišku, kuo jie papildomi siekiant pagilinti žinias. Pasirenkamieji dalykai suteikia studentams daug galimybių išplėsti savo suvokimo ribas profesinės specializacijos srityje, bet jų vaidmuo suteikiant aiškia profesiją abejotinas. Kadangi daug fakultete ir universitete įgyvendinamų magistrantūros programų dubliuojasi, reikėtų persvarstyti šios magistrantūros programos turinio ir episteminį tapatumą pasiremiant fakulteto mokslo tiriamosios veiklos stiprybėmis vadybos, strategijos ir organizacinių tyrimų srityse.

Dėstytojų kvalifikacijos atitinka ir nacionalinius, ir tarptautinius standartus. Daugelio skyrių profesoriai yra įsipareigoję parengti ir dėstyti pagrindinius programos dalykus. Dėstytojų ir studentų santykis labai palankus asmeniniams poreikiams pritaikytam mokymuisi užtikrinti, nepaisant didelio į nuolatinės ir į iššęstines šios programos studijas priimtų studentų skaičiaus. Dėstytojai turi galimybių lankytis užsienio universitetuose ir palyginti savo žinias su atitinkamos mokslinių tyrimų bendruomenės žmonėmis ir po to jas atnaujinti. Tačiau publikacijas fakultetas dažniausiai skelbia nacionaliniuose leidiniuose.

Universiteto miestelio patalpos, techninės galimybės ir bibliotekos teikiamos paslaugos labai padeda studentams studijuoti ir įgyvendinti mokslinių tyrimų projektus. Įgyvendinant minėtus projektus yra labai naudingos stažuotės ir su socialiniais dalininkais palaikomi ryšiai. Dažnai baigiamųjų darbų mokslinių tyrimų projektai suteikė studentams galimybę susirasti darbą, atitinkantį jų išsilavinimą ir ateities planus. Ekspertų grupei buvo įdomu susipažinti su šiuo tarporganizaciniu tinklu ir bendruomene. Jei dėstytojai nebūtų taip atsidavę savo profesijai, tokios bendruomenės nebūtų.

Priėmimo į šią programą kriterijai pagrįsti, o geras studijų proceso organizavimas palengvina verslo studijų dalykų apskritai ir atskirų specializacijos sričių mokymąsi, daugiausia dėmesio skiriant priemonių rinkinio metodui atliekant praktines užduotis. Per dešimt metų pasiektas įspūdingas absolventų skaičius. Tačiau priimamų studentų skaičiaus mažėjimas yra ženklas, kad fakultetui reikėtų rimtai tuo susirūpinti.

Sukurtos programos vadybos administracinės struktūros. Įgyvendinant kokybės užtikrinimo procesą nuolat renkama ir nagrinėjama informacija apie įvairius veiklos rezultatų rodiklius. Atliekami vidaus ir išorės vertinimai, skirti programai patobulinti; šiame tobulinimo procese svarbų vaidmenį atlieka socialiniai dalininkai.

Iš pagrindinių programos stiprybių vertinimo grupė išskirtų šias stiprybes:

- Fakultetų, galinčių tobulinti ir įgyvendinti vadybos programas, skaičius;
- Dėstytojai, galintys dėstyti šias programas, ir grupinė atsakomybė už programos dalykus;

- Galimybės studentams įgyti daugiadalykinę kvalifikaciją (studijų krypties dalykai, specializacijos ir kt.)
- Pakankamo lygio interaktyvusis mokymasis ir grupinė veikla
- Pakankamas partnerių, užtikrinančių galimybę *įgyvendinti* baigiamųjų studijų projektus

Vertintojų grupė nurodė šias silpnybes:

- Sumažėjęs 2012 m. priimtų studentų skaičius ir pradėtas naujų magistratūros programų įgyvendinimas verčia perplanuoti šios programos dalykų, episteminių (žinių) ir profesijų tapatumą.
- Kai naujais studijų dalykais pagrįstos magistrantūros programomis siekiama ugdyti studentų gebėjimą atlikti mokslinius tyrimus, šiai programai reikėtų nustatyti panašią procedūrą, siekiant geriau metodiškai pagrįsti su vadybos dalyku susijusius mokslinius tyrimus. Studentų baigiamieji darbai turi būti labiau pagrįsti socialinių mokslų filosofija, o į mokomąjį dalyką turi būti įtraukta kokybiška tyrimų metodika.
- Būtina gerinti mokymą anglų kalbą, ypač atsižvelgiant į pasiūlymus / uždavinį pritraukti užsienio studentų.
- Fakultete nėra iš užsienio atvykstančių dėstytojų;
- Akademiniis personalas labiau linkęs dalyvauti vietos ir regionų nei svarbiausiose tarptautinėse konferencijose ir publikuoti straipsnius vietos ir regionų, o ne prestižiniuose tarptautiniuose moksliniuose žurnaluose.

### III. REKOMENDACIJOS

1. Universitetas turėtų apsvarstyti, kaip galėtų būti tobulinama vadybos magistrantūros programa, kad ji atitiktų *skirtingų vadybos profesijų kompetencijų profilių* darbinės veiklos poreikius ir tai darant būtų atsižvelgiama tame pačiame universitete įgyvendinamas naujas konkurencines programas. Tai padėtų studentams pasirinkti jiems pačią tinkamiausią profesiją ir kiekviename kurse ir per visą programą sukurti kohortinę mokymosi patirtį.
2. Nepaisydamas studijų programos sandaros peržiūros universitetas turėtų apsvarstyti, kaip *pasirenkant dalykus* atsižvelgiama į pagrindinius gebėjimus atlikti mokslinius tyrimus pabrėžiant kokybišką metodiką.
3. Apibrėžęs galimus vadybos profesijų kompetencijos profilius, universitetas turėtų nusistatyti poziciją dėl socialinių mokslų filosofijos vaidmens į programą įtrauktų dalykų atžvilgiu.

4. Fakultetas turėtų *prisijungti* prie daugelio naujų mokslinių tyrimų, atliekamų studijuojant organizavimą ir vadybą. Pagrindinių vadybos srities dalykų dėstytojai turėtų daugiau dalyvauti svarbiausiose tarptautinėse konferencijose ir daugiau laiko skirti savo mokslinių žinių atnaujinimui kas penkeri – dešimt metų.

<...>

---