

STRUCTURING RESILIENT EDUCATIONAL PROGRAMS

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Abstract

Educational leaders are questioning the “traditional’ curriculum, does not provide students with the appropriate employment skills for the modern industrial and knowledge economy. The context of this article is the choice of metaphor to best communicate our Master of Business Administration program. Our design is grounded on systems thinking and two important concepts are stressed, organization structure and operational excellence. The article does not justify this design but concerns how best such a design could be communicated to the reaching staff, students and other institutions.

Keywords: Employment skills for business, Operational Excellence, Curriculum development.

Introduction

The aim of this paper is to explore current state of resilience of educational programs. In order to explore the possible reactions of the programs to the changes and to give recommendations to building a resilient educational program the research identifies the elements of the educational program that enable the program to adapt to the changing needs and learn. In the scope of the research, we have analysed master programs in business administration and what they offer all over the world and conducted a qualitative study of the master programs offered in Georgia.

Research questions addressed in the research were: 1. to identify the key elements influencing the resilience of the programs; 2. to assess the current ability of the programs to cope with the changes; 3. to give recommendations on the possible structure of the program that will enable the program to become more resilient. In order to answer the following research questions, we conducted a desk research of educational programs identifying the elements of resilience and through interviews with program representatives who participated in the qualitative study discussed them in the chosen programs. We compared and contrasted the information from the desk research to the information received through the interviews and created a recommended structure of the educational program which was used to create an educational program.

Each objective of the research is significant as they contribute to the overall aim of the research, provide valuable insights for institutions that plan to create educational programs and to the existing knowledge of structuring of the unit and addressing the challenges of the adaptation to the ongoing changes to stay relevant.

The first master of business administration educational program was created in 1905 by Harvard University and gradually became a major means for obtaining management positions. It is now offered by over 15000 universities world-wide and is the flagship for most business schools but the latest

report by GMAC (Graduate Management Admissions Council) has confirmed that admissions to programs around the globe are declining¹.

This paper begins by identifying some of the challenges faced by the educational degree programs today. One way to meet these challenges is to change perceptions about the nature of education. The paper suggests that this can be achieved by changing the metaphors that we use. It then describes a new educational program offered which is based on system thinking and aims to develop the critical and reflexive skills to address the identified challenges. One immediate challenge is the choice of delivery. In all educational courses, there is increasing competition from online courses such as MOOC's and Coursera. This trend for online learning was exacerbated during the Covid pandemic. Most degree structures now allow for a blended approach of face-to-face and online learning, but we think that there are deeper challenges facing the program.

One such challenge concerns what is being taught. Various developments in industry, global changes and re-evaluation of the earth's resources have triggered a conversation about the very purpose of education, particularly with regard to developing the skills to handle all the problems associated with the global economy. The rise of robots, AI developments and new management practices are developing at exponential speed. Does what is being taught in the program reflect these changes? There is an opinion that this is not so and only a standard view of the market is being taught². Academics are now questioning the "traditional" professional focus, that historically has been used for preparing students for specific career paths like business, law, medicine, or engineering. There are now serious debates about offering a more liberal education. A Liberal education (sometimes referred to as general education) puts an emphasis on a broad interdisciplinary curriculum, promotes an understanding of general principles that can be applied to many different areas.³ It covers the importance of cultural awareness when solving problems, as we work in a global and diverse world. Learning outcomes focus on developing creativity and critical thinking as the new era requires new solutions to the problems we have not encountered before. Another feature of liberal education is teaching effective communication as an important skill. These ideas suggest that a requirement for a modern workforce is for generalists who are adaptable to the changing environment, who know how to learn necessary information for continuing to function, and according to Piaget and Vygotsky, as they discussed in the theory of cognitive dissonance⁴, one can "manage and assimilate greatly expanded quantities of information"⁵.

Master educational programs (especially in the top universities) have always provided a good opportunity for networking both with top companies and with fellow students who will probably be the next industrial leaders⁶. This is still the case but the cost of the top programs (upwards from \$100 000) is so high that it must be weighed against the value delivered⁷. Different universities have chosen different strategies for the programs, however as a result of the analysis we have identified the elements of the educational programs that help the programs be resilient. Among the elements studied, firstly we discussed the flexibility of the curriculum design, a curriculum that can be easily adaptable to emerging trends and disruptions by separating the core elements that develop the thinking of a student and disciplines that provide specific insight into the field, therefore preserving the integrity of the whole program. The second important element of the program building identified by us was the student-centered approach, that allows the teaching process to be tailored to the student, as well as supporting the well-being of the lecturers in the program, allowing both the student and the lecturer development in the process of technology integration and addition of new disciplines that give both parties an opportunity to advance. The third element identified was the resource management and crises management elements in the educational program. Among the programs studied we explored how the continuous evaluation and improvement were planned with the resources that programs

¹ Byrne, J., "It's Official: The M.B.A. Degree Is In Crisis", 2021.

² Apple, M. W., "Markets, Standards, Teaching and Teacher Education", 2001.

³ Cai WeiWei and Sankaran Gopal "Promoting Critical Thinking through an Interdisciplinary Study Abroad Program", 2015.

⁴ Parnes Marie and Pagano Maria "Infant Child Development: From Conception Through Late Childhood", 2022.

⁵ Albach, P., Hopper, R., Psacharopoulos, G., Bloom, D., Rosovsky, H., "The Task Force on Higher Education and Society", 2004.

⁶ Parker, M., "Shut Down the Business School: What's Wrong with Management", 2018.

⁷ All Answers Ltd. Criticisms of MBA Degree: Modified Model of Professional Education. 2018.

possessed and the degree of preparedness to the emergency crises, providing alternative learning options, support mechanisms were planned in advance.

These challenges suggested that a change in perception of an educational program was needed. The qualitative research conducted with the representatives of the educational programs in Georgia allowed us to measure the above mentioned three major elements for the existing programs and identify the gaps and areas for improvement. Among the questions asked to the participants, we explored the vision of long-term success and perception of resilience and how it contributed; the impact of the existing program structure on the resilience of the program; the impact of prior crises management experience in enabling the resilience of the programs; and the practices and roles of feedback and continuous improvement mechanisms for enhancing the chances of the program to become resilient.

This article suggests that one way of effecting this change is to change the metaphors we use when describing education in general and the MA and BA in particular. Our mind works in interesting ways. Metaphors are steeped in the collective unconscious and are used extensively to see things in a different way and when things are seen in a different light, many new thoughts are created⁸. Using metaphors is thus a fundamental mechanism of mind, one that allows us to use what we know about our physical and social experience to provide understanding of countless other subjects. We are so familiar to some metaphors that we hardly notice them⁹. We now focus on the choice of metaphor that could best communicate the new educational programme designed.

Methodology

Qualitative Research study was selected as a comprehensive approach to explore how the educational programs are designed in Georgia and identify the logic behind structuring them as organic systems presented to the accreditation process. The interviews were conducted with program heads of different educational institutions aimed to uncover the interdependencies and dynamics of the structure and consider if they incorporate the principles of viability. This methodology allowed to delve into the specific context of Georgian labour market and the regulatory framework for the educational programs offered in Georgia to support their organic nature.

The discussion during the interviews was structured in four categories: we explored the vision of long-term success and perception of resilience and how it contributed; the impact of the existing program structure on the resilience of the program; the impact of prior crises management experience in enabling the resilience of the programs; and the practices and roles of feedback and continuous improvement mechanisms for enhancing the chances of the program to become resilient.

During the interviews, the research design included case study of existing educational programs which provided a holistic approach on the program structure, in-depth analysis through the methodology and exploring the structure necessary for implementing an organic educational program. The respondents shared the structures of the programs and the organic nature of the structures was discussed, as well as challenged identified.

Desk research of the primary data collection allowed to gather wide range of information to receive detailed insight in how educational programs are planned in Georgia and throughout the world. The collection of different practices and the use of metaphors helped capture the perspectives, experiences and expertise in developing structuring and running academic programs. Observation of the success factors of the programs studies helped reveal the tendencies in decision-making and provided an additional context for educational industry.

Secondary data included academic literature and previous studies which provided a solid and broader understanding of the topic under study. Success stories of educational programs were also considered as samples of an organic program structure.

⁸ Reinders, D., "The role of analogies and metaphors in learning science", 1991.

⁹ Lakoff George & Johnson Mark "Metaphors we live by", 2003.

Purposeful sampling of business administration programs ensured the representation of the selected programs of the general industry, factors such as size, market position and relatively comparative programs allowed to consider that the selected educational programs under study provide valuable insight for the research purposes.

Analysis of the data collected underwent thematic analysis, systemic approach allowed to identify tendencies, themes and patterns, allowing to draw conclusions of the structuring features of the educational programs.

Informed consent was obtained from the participant education program heads for the interviews, data sharing and their voluntary participation was ensured as well as the confidentiality of the specific information.

Limitations of the study include that it is important to acknowledge that the findings of this study while it can be generalized for business education programs, might have limitations when generalizing to other educational programs considering unique characteristics of the context of the selected field, however providing generic theoretical contributions.

1. Explaining Structuring of the Educational Programs using Metaphors

One way of changing the perception of an educational program is to examine the metaphors that are used to promulgate them. We looked at three metaphors: knowledge as a commodity metaphor, the machine metaphor and an organic metaphor.

1.1. Knowledge as a Commodity

A contentious issue at the present time is Intellectual Property Rights which implies that knowledge is the property of its creator. We talk about transferring or transmitting knowledge. We store knowledge in the cloud. All these expressions are using the metaphor of “knowledge as a commodity”. This idea has a long and illustrious history with the concept of a “master craftsman” at whose feet novices were instructed. It is an effective way of training people to become adept at a certain skill set and to earn a living. This process is shown below in figure one, where the gap reflects some defined difference in knowledge between the deliverer and the receiver. The size of this gap determines the amount of what can be transferred which is then subject to a transfer strategy. The transfer diminishes the gap by augmenting the knowledge of the receiver. The process will theoretically continue until the gap is zero and the receiver has reached the same level of knowledge as the deliverer.

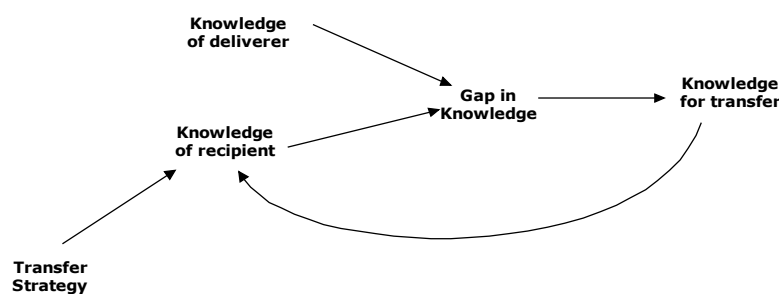


Figure One: Knowledge as a Commodity

There are many criticisms of this process. It primarily addresses the question “HOW” – how one does something. This is important and is responsible for the high-tech world in which we live but Homo Sapiens is a social being who also needs to assimilate into the surrounding environment whether it is personal, local, regional, national or global. To enable this assimilation, there are agreed norms and skills required. For this reason, the process worked well for the master craftsmen where an apprentice had to master a set of proven skills or procedures which did not appreciably change over time. An equally important question concerns the question “WHY”. What is the reason of what we are doing? Is it ethical? Is it moral? Is it good for the planet? Thus, we can distinguish between three different

types of knowledge: - savoir - faire (which is the knowledge of how to do things), savoir-etre (which concentrates on reasons why we do things) and savoir-vivre (which is the knowledge of how to live)¹⁰. The process shown in figure one is ideal for savoir-faire but does not work for the other two. These cannot arise from instruction but must arise in the mind of the learner – it requires an input from the learner. It cannot be simply transmitted by opening the brain of the learner and pouring knowledge into it.

The work of Chris Argyris (“double loop learning.”) relates closely to the challenge of teaching savoir-etre and savoir vivre. The single feedback loop shown in figure two corresponds to the process described in figure one but humans have a basic need to develop a set of beliefs about why things are the way they are (our culture). This desire to understand the world around us, rests on the information and experiences that are used to create these “beliefs”¹¹. Festinger found that there was a difference between what people actually believed and what they professed to believe. This is known as Cognitive Dissonance¹². There are certain social pressures that force us to “follow the herd. According to Festinger, the double loop learning is a process that tries to identify the real beliefs, and based on them it creates a second feedback loop, shown diagrammatically in figure two. Here we examine the context of a learning situation. The organisational culture plays a large role in any learning and if new learning is needed then the culture must be changed. This fits with the constructivist theory of knowledge.¹³

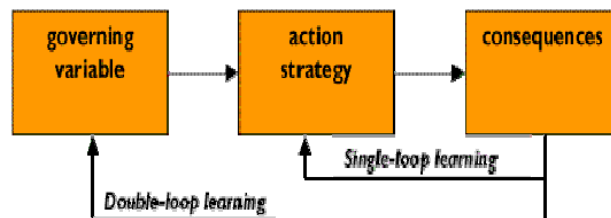


Figure Two Double Loop Learning

Another criticism concerns the transfer strategy. The process in figure one assumes a rigid, separated, distinct deliverer-recipient, teacher-learner, master- apprentice, professor – student dichotomy¹⁴. How rigid and distinct is this distinction? A teacher may (and should have) a particular expertise usually in a very small specialisation but in other areas the student may know as much. As teachers ourselves, we learn from students and we trust that they learn from us. Also, the first part of this dichotomy is supposed to pass on facts to the second. But what are facts? Facts (Latin “factum” meaning “done”, “completed”) are regarded as true and cannot be for one thousand years, it was a fact that the earth is the centre of the universe. Now it is a planet revolving around the sun, something changed by the receiver. Different societies agree on which facts are to be sanctioned and which are not the first task is therefore to more clearly define what a fact is. The more one studies “facts” one realises that there are just social constructs. They vary from age to age, from culture to culture and from nation to nation. Currently, much is being made of Deep learning and Intelligent Algorithms. Due to technological advances, vast amounts of data can now be stored in the Cloud. This is an excellent example of “knowledge as a commodity” Search engines have been created what can look for and identify patterns which is called “Deep learning.”¹⁵ Patterns can be observed and, on that basis, predictions can be made. A major force behind this area of such machine learning has been greatly enhanced through the development of neural networks. This replicates the process shown in figure one. It originated from Hebbian learning where learning was defined as neural connections in the brain which fire in response

¹⁰ Erickson L.ars, Berka Sigrid, Perez-Ibanez Inaki., Tracksdorf Niko, La Luna Michelangelo, “Using Byram’s Five Savors to Measure the Development of Intercultural Competence in Covid-19 Era During an Engineering Sojourn Abroad”, 2021.

¹¹ Argyris, C., “Teaching Smart People How to Learn”, 1991.

¹² Festinger, L., “A Theory of Cognitive Dissonance”, 1957.

¹³ Freeman Linton C. “Centrality in Social Networks”, 1978.

¹⁴ Omilion-Hodges Leah M., Wieland Stacey M.B, “Unraveling the Leadership Dichotomy in the Classroom and Beyond”, 2016.

¹⁵ Smith, T., Colby Susan “Teaching for Deep Learning”, 2010.

to a given stimulus¹⁶. Learning “by rote” reinforces these connections. Neural Network software transfers this process to a computer. Is this the future of education?

A graduate certainly needs to know how to apply certain techniques and so the process in figure one is useful, and we are not advocating its removal. What we are saying is that by itself it is not enough as it is not a good way of reaching understanding. When faced with a new managerial or business problem, it is not enough to know how problems were solved in the past. These may or may not suggest a solution. We are aiming to produce someone who is accustomed to thinking for themselves and can understand all the issues involved in the decision making. For this we need a new metaphor.

2. Research findings - Designing the new Educational Program

We decided to use the organic metaphor as its *raison d'être* but that still left the structure to be decided. The first model we attempted is shown in figure three¹⁷. The structure resembles a classical Greek temple which are famous for their elegance and their aesthetic appeal. The temple (structure of the degree) is built on firm foundations and has strong pillars to support the edifice. We established the foundations for our educational program as Systems Thinking. The two pillars of the degree (Organisational Development and Operational Excellence) are firmly attached to this base, and they support a portico, which contains the rest of the courses. This is a solid structure and conveys the impression of ancient wisdom and permanence to create an educational program which will most likely endure.

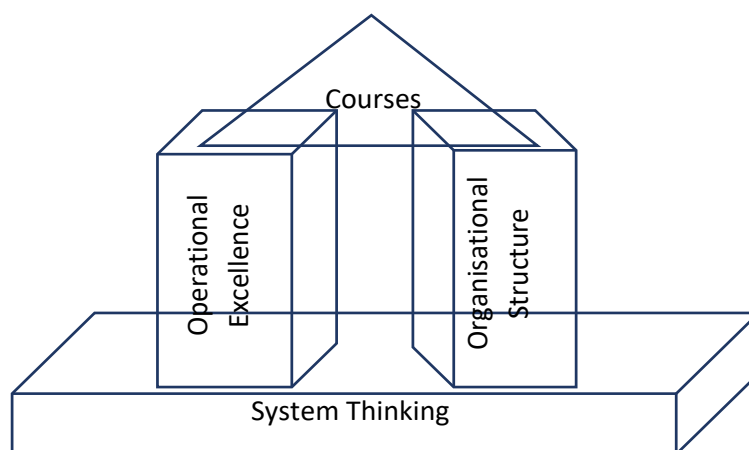


Figure Three: The classical metaphor

But this structure can still be criticised. The structure is built to last but is this the only purpose of this structure? Is it to impress? Does one admire the design rather than the reason why it exists? If we observe the Parthenon today, it is a shadow of its former self. It has been subject to the ravages of time but because the shell is still standing, one can still appreciate its beauty even if it no longer generates the “awe and wonder” it was designed to create. Although the time scales are different, this criticism can be applied to the use of this structure for our program. When exercising the teaching program, we experienced some difficulties with nonuniform changes to two pillars we included in the structure, thus concluding that this could lead to the distortion of the balance and furthermore the destruction of the structure. Yes, we wanted solidity, coherence and usefulness but what we have is a rigid, static structure. The structure has no opportunity for natural growth. Moreover, if this structure is subject to environmental shocks, it could easily collapse. It has no innate capacity to balance the growth, learn or develop gradually. To survive rapidly changing business environment and not collapse, one must be uniformly flexible and adaptable. A better structure was needed.

As a part of the research the interviews were conducted with program heads of different educational institutions aimed to uncover the interdependencies and dynamics of the structure and consider if they

¹⁶ McClelland James L., Thomas Adam G., McCandliss Bruce D., Fiez Julie A., “Chapter 5: Understanding Failures of Learning: Hebbian Learning” 1999.

¹⁷ Maisuradze, T., “The Importance of Metaphor”, 2023.

incorporate the principles of viability. The respondents shared the structures of the programs and the organic nature of the structures was discussed, as well as challenged identified.

As a result of the interview three main challenges were identified that would create a possible threat to the structure of the program. The respondents shared among the top risks the solid foundation that the program should be built on. In most of the cases the foundation was provided by the core knowledge of the disciplines that was taught in the first semester of the study, however the disciplines separately were discovered not enough to build a solid foundation unless they are taught in an applicable way. The foundation according to the response should focus on more about the basis for thinking in a way that would enable the student to acquire systemic understanding of the field.

The second challenge while teaching was revealed as we explored teaching of the best practices and examples to business students in a changing business environment. Some program heads agreed that the best practices should be taught but the applicability of these best practices is we believe the challenge we need to deal with. Due to constant changes in the demand of the customers, the industry and the trends, teaching best practice might not give a solid ground to ensuring the right decisions will be made during future employment as managers.

The third challenge emphasized was how to teach the operational excellence in a dynamic and changing world, that would still keep in balance with the established policies and structures. The educational program faces a dilemma of either teaching the solid accepted concepts and traditional approaches or the innovative and creative approaches that will eventually become disruptive to well established policies within the organization.

Understanding the importance of solid foundation of applying knowledge and thinking in a certain way, the balance of the accepted structure and the excellence in operations which requires constant development and change, the classical temple metaphor revealed to present logical risks discussed by the interviewees.

3. Renewed structure as a result of interviews conducted

The interviews conducted with educational program heads allowed us to get a holistic view of how the existing educational programs can be made viable and also identify the factors that would enable the program to be organic. Firstly, the vision of long-term success and perception of resilience and how it contributed to the program was explored; Secondly, the impact of the existing program structure on the resilience of the program was discussed with the representatives of the educational program; Thirdly, the impact of prior crises management experience in enabling the resilience of the programs was discussed. The analysis of Covid-19, online teaching and the changes to the existing programs, as well as the results assessing the learning outcomes during pandemics was discussed; and lastly, the practices and roles of feedback and continuous improvement mechanisms for enhancing the chances of the program to become resilient were assessed by the representatives.

Based on this we developed a metaphor close to nature. In nature, everything depends on the Sun. The sun supplies a stream of high-energy. Low entropy photons, which are incident on plants, algae and cyanobacteria whose cells synthesise the basic units of organic matter on which the rest of the food chain depends. Operational Excellence can be defined in many specific ways, but the general meaning is clear - it is striving to improve on the part of the individual, the organisation, the design team. We decided to use the sun as a symbol for Operational Excellence. By using this analogy, we are moving away from the search for a predetermined truth and facts – the endpoint is not seen as the end of a path but a journey which rests on experience, theories and practices and seeing what emerges. This way we overcome a challenge of not being able to balance the accepted procedures and structure with the demands of the change required for excellence in existing operations. We still regard System Thinking as a foundation for the degree but now present it, not as a solid foundation but as soil in which the degree can take root. Here the shift is made to the ability to apply the foundation knowledge and think in systemic way to be able to make right decisions in the everchanging business environment.

What we used for an analogy was a sunflower. The head of a sunflower always turns towards the sun and thus it is hoped to convey that our course always looks to operational excellence. This is its goal,

its purpose and its path. The soil represents System Thinking and it is here that the seed for the educational program are planted. Its roots are its organisational structure. This is loosely based on the learning organisation first proposed by Peter Senge in the 1990's¹⁸. The innovation about the program structure is that a Learning Organisation which includes policy makers, top management, academic staff, students, and businessmen) has been created. A learning organisation concentrates on developing a shared vision between all its members – in our case, this is the pursuit of excellence through sharing existing mental models as well as developing corresponding skills. It also actively promotes team learning. A repository of knowledge will be created where existing knowledge is stored for access by all staff. New knowledge and practices will also be sought out and incorporated into this repository.

Thus, our education program has its own knowledge management system where all knowledge and innovation are transferred into the program structure. If team members change or leave, the knowledge remains, and the program culture pervades. In this way, the program keeps its identity and can “grow”. In this sense, it can be called organic. It is the fact that the our educational program has been designed as such a learning organisation, that gives the program its distinctive, unique identity. The sunflower is a metaphor for our educational program. The whole structure is growing, learning and developing.

Soil needs care and attention. To continue with the farming or organic analogy, it can easily be exploited in the interests of quick returns and fame. Fertilizers were introduced to further this process but the problem in replacing mixed farming with monocultures is that it relies on artificial means. Overuse of chemicals killed the soil. Previously, fertilisers had come from the waste of animals who lived on the farm and a natural balance was preserved. In our sunflower model, the importance of fertiliser is recognised but they are not artificial. They come from the experience of the staff teaching the courses, from the feedback of students taking the courses and from the incorporation of new ideas in teaching and assessment. There is self-referential feedback loop here – the soil provides the means for the flower to grow which in turn produces the fertiliser for the soil. A truly organic metaphor.

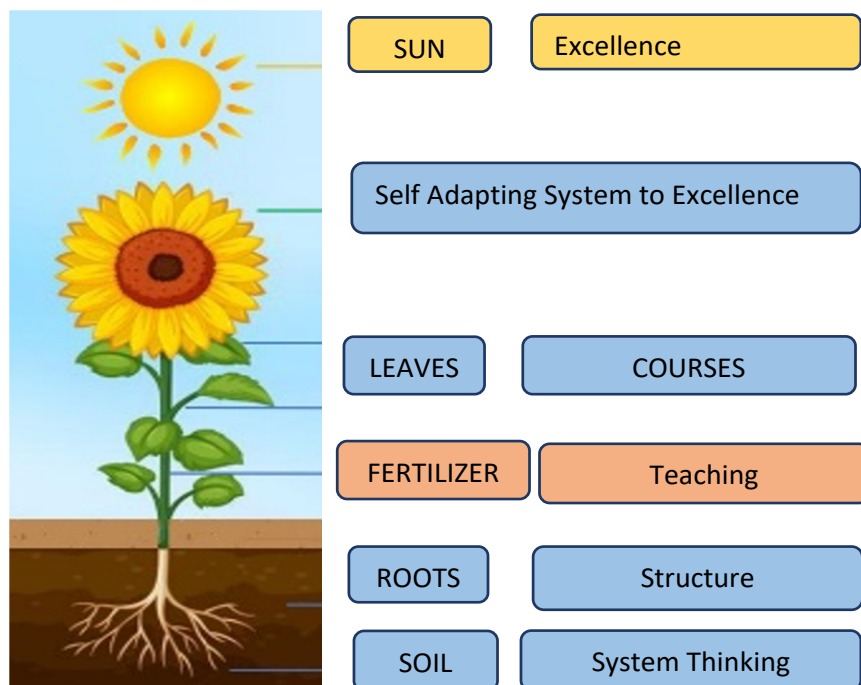


Figure Four. The Sunflower Analogy

There is a difference between the words: reflex and reflection. A reflex is a response to a stimulus such as observed by Pavlov. This is a mechanical process and corresponds in education to Hebbian

¹⁸ Senge, P. M., “The Fifth Discipline: The Art & Practice of The Learning Organization”, 2006.

learning mentioned earlier. Reflexivity is a conscious activity where the person thinks about what has happened and how it can be improved. The learner is encouraged to take charge of his learning instead of waiting for it to be passed down. This is an element of self-motivation. The process encouraged in our educational program is called kaizen. (see figure five) Kaizen is a part of the Toyota Way where the company encourages “continuous improvement” This entails a thorough inspection and determination of every task.

Using these ideas, we can replace the process shown in figure one by the following one

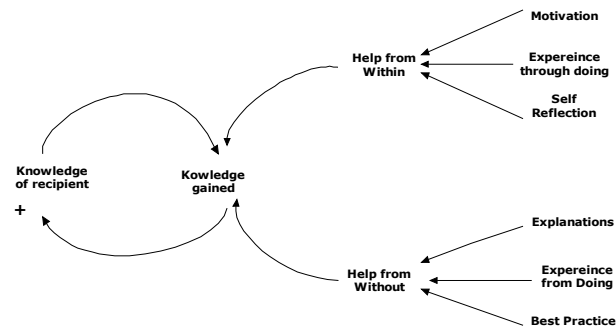


Figure Five: The process.

In this process, it can be seen in the left-hand side loop that recipients gain knowledge as in figure one, but the difference is the manner in which they do it. The knowledge is not passed on but is a consequence of their actions. They can still receive help from outside such as lectures, examples of best practice from business and published literature but there is a substantial self-help aspect – through self-reflection, self-motivation and especially by doing, by action.

Conclusion

Institutions that share the idea of liberal education are starting to appear around the world, (especially in Eastern Europe) where they are designing education systems to fit the changing political and economic environment with adapted teaching, learning, and assessment structures and methods. In emerging democracies like Georgia, liberal education is believed to be “a means for developing a critical and participatory citizenry”¹⁹²⁰. Emerging economies in emerging democracies require both specialists trained for science and technical professions as well as strong leaders with creative and critical thinking. These skills include creativity, adaptability, and the ability to give broad ethical consideration to existing and ongoing social developments.

Research aimed at exploring current state of resilience of educational programs, their response to the changing environment and recommendations to building a resilient educational program. We believe that with the right metaphor, the necessary philosophy of structuring of a resilient educational program will allow the designers of the educational program to build a structure that will survive. In order to survive we explored the key elements influencing the resilience of the programs and the current ability of the programs to cope with the changes. After this we provided recommendations on the possible structure of the program that will enable the program to become more resilient.

We believe that our suggested structure challenges the whole concept of teaching as a transfer of facts. It can be compared more to a string quartet. Here, there are four instruments, each with a different voice depending on timbre, size, condition and the ability of the player. The composer weaves (or braids) them to produce a single outcome which is a harmonious and presumably beautiful sound. The metaphor is “to braid”. Braiding involves taking several strands and interweaving them together. The braid is a new entity but emerges from the strands. The “learning process” can thus be considered a braiding, while the skill in being a good teacher with which the strands are braided. Different braids are needed for different circumstances, there is no universal braid, so the teaching personnel is chosen

¹⁹ Altbach P. G., Reisberg Liz, Rumley Laura E., “Trends in Higher Education, Tracking an Academic Revolution”, A Report Prepared for the UNESCO 2009 World Conference on Higher Education, SIDA/SAREC, 2009.

²⁰ Maisuradze, T., The Importance of Metaphor, 2023.

based on their ability to be flexible and to adopt. In the same way, each teaching process, although using similar strands, is different. Diagrammatically this is shown in figure 4. The mechanisms of assessment that are considered during the teaching process allow the reflection of both the students and the lecturers, help them create the repository necessary for the next courses and the reflections help modify the existing elements of the program in a natural balanced way to support the viability of the program.

The design team of a program should investigate how best to communicate the novelty of their degree. Two traditional metaphors were debated, found wanting and exercised. As a result of executing the program for one year, the team gave priority to the sunflower metaphor, considering that this metaphor suits the identity of the program and communicates on a deeper level than just mere words. Ongoing process of the program development involves on one hand international experts pairing with local lecturers and exchanging the latest advances in the fields and tendencies and on the other hand including academia in teaching process to allow the development of each teaching module and integrate the market changes into the teaching. Having built the structure that naturally evolves, adopts to the changes and strives for excellence like towards the sun, we believe that this kind of educational program is a good example of how the teaching should be structure for the future needs.

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