

## DETERMINANTS OF MANAGEMENT OF THE 21<sup>ST</sup> CENTURY, THEIR IMPACT ON COMMUNICATION AND THE UNIVERSITY EDUCATION

<sup>a</sup>NADĚŽDA PETRŮ

<sup>b</sup>MAROŠ MAREJKA

*University of Finance and Administration, o. p. s., Estonská 500,  
101 00 Praha 10*

*email: <sup>a</sup>9895@mail.vsfz.cz, <sup>b</sup>27445@mail.vsfz.cz*

The contribution has been created within the project SVV 2014 - Modern marketing communication tools on the Internet and its perception by the Czech Internet users / OP 7427 /.

**Abstract:** Successful organizations must adapt their strategies to the changing trends. Dynamic management development will place high demands on the professional and personal skills of graduates. The ability to think in context, to estimate future development, to search for new opportunities in a changing environment, to adapt to changes, flexibility, creativity, intuition, is gaining importance. If a college wants to educate managers for the 21st century who will be able to face the turbulent changes, then it needs to itself be an example and change attitude towards the traditional form of management of higher education institutions, to traditional forms of education, to traditional communication. This paper is therefore aimed at shaping the social system through the so-called organisation themes. Attention is paid to the topic of educational strategies aimed at activating forms of teaching.

**Keywords:** management, communications, higher education, organizing themes, interaction, active learning methods

### 1 DETERMINANTS OF MANAGEMENT OF THE 21<sup>ST</sup> CENTURY AND INTRUSION INTO THE UNIVERSITY ENVIRONMENT

The intent of universities is to prepare for practice highly trained and knowledgeable staff in the studied areas. In addition to the theoretical foundations in these specializations a school is also, in our opinion, an educational institution. Each individual will live in a society, but lead an individually different life (objectively, subjectively and in terms of delights). In terms of the fundamental objectives, it is therefore desirable to educate students about the openness to new knowledge, procedures, facts and people. It is also desirable to lead them to criticism and mutual tolerance, independence and creativity, emotional certainty and value diversity, to understanding other people and to be independent and responsible for their own actions. Current tasks of higher education certainly include creating space for developing students' own experiences, opportunities for active student activities and support of individualized learning paths. On the other hand, the school should organize joint activities, cultivate critical thinking, enabling deeper thinking and feeling. Dynamic management development will include high demands on the professional and personal skills of the graduates. The ability to think in context, to estimate future development, to search for new opportunities in a changing environment, to adapt to changes, flexibility, creativity and intuition are gaining importance.

What ensured the success of companies in the past - specialization, planning and solid organizational structure, is losing importance in the real world of the 21st century. Successful organizations must adapt their structure to changing trends. These are flexibility, creativity, intuition and quick response to change. Changes to the requirements of the way organizations are managed. The starting point is to focus on a new role. The manager should abandon efforts to manage the staff and determine how to achieve the goals. He should believe in the ability of his people, he should focus on outcome rather than on processes of their achieving. It is expected decentralization of decision-making powers and responsibilities. In addition, a rising generation Y changes the approach to work. They have different attitudes and priorities than their parents. They don't live to work, they work to live.

If a college wants to educate managers for the 21st century, who will be able to face the turbulent changes, then the college itself must be an example and change its attitude towards the traditional form of management in institutions of higher education, to traditional forms of education, to the traditional

communication. People management and their control are among the supporting school activities and can't be done without communication. If the staff and students do good and meaningful work without seniors and teachers always telling them what to do, this procedure would surely contribute to a reduction in costs (in the case of schools) and increase the efficiency of higher education for students. Proven factor of the practice of many companies is the effect of the social system of the company and the authors are convinced that it can be partially transferred into the university environment. According to Niklas Luhmann communication of today's complex society is not tied to understanding as it is in traditional society but to success or failure, so we can either incline to communication, to communication sense, and we will be successful, or refuse to participate in communicating sense and in this context we will be unsuccessful. According to him, a key role in shaping the social system is the so-called organizing theme. It is a topic which is spontaneously discussed during informal meetings, but also in regular formal communication. If the formal goal of the school is achieved - for example the achievement of comprehensive knowledge and student knowledge, skills and general competencies within the selected field of study and focus - then it will become the organizing theme, people will spontaneously begin to behave so that their activity fulfils their goals. Effective and clear communication is essential because it creates a social system from a group of people and enables the development of organizing themes.

The meaningful vision and strategy is required to fully exploit the internal potential of school, healthy corporate culture based on values, functional internal and external communications across all media. The required condition is a result of heads of departments' hard work, where the school management plays a strategic role. It must lead by example and implement given trend into the strategic plan of the school regarding the internationalization of higher education, college financing, use of new technologies in education, teaching and learning. These three areas are interconnected, leading to a gradual paradigm change in higher education, the need for greater understanding of the needs, requirements and expectations of students and all stakeholders to create value and innovative forms of teaching. If they become organizing themes, there is a real chance that the school will eventually reach excellent quality.

#### 1.1 Determinants of Quality of Education

In most cases, the main priority of schools is the quality of education. The difficulty of this task begins in deciding which college to choose. Main problem is quality, evaluation and implementation in real life. Promoting and requiring quality from teachers and other staff is difficult. Colleges are surrounded by turbulent environment - if someone reaches a certain level of quality, new impulse always comes, new technology and the realization that some things, some processes can be done or controlled even better - the so-called raising of the bar of quality. That the quality can always improve. Quality of education cannot be separated from other activities. Quality education cannot be separated from quality research. Quality is linked to other strategic priorities - innovation of curricula, adaptation of curricula to meet practical requirements, focus on the employability of graduates, and ensuring efficient use of financial resources, improvement of infrastructure, improvement of internal and external communications etc. - it is all connected. From this perspective it is a very difficult task for a college to establish criteria for the implementation of changes, ways of evaluating their attainment level, concretization of strategic objectives for individual sites, academics and support staff. All priorities can become organizing themes.

If the school wants to achieve strategic objectives and planned results, it is always necessary to manage all the activities that lead to fulfilment of prescribed vision. The school must operate like a living organism. If you alter some sections (for example an

increase in the number of students, reduction of financial subsidies), the consequences will appear in other sections (reduced level of education, increased number of students in groups). In managing change and growth the school cannot do without a new layout and new processes described. Causal relationships play a large role in the school, without understanding the individual elements and monitoring of logical laws we can't successfully manage it. Continuous improvement of school performance is a prerequisite for its success in the market. When building a management system it is necessary to respect the critical success factors. Typically, in this context we refer to: quality, cost, time and knowledge of workers.

So far, we have been looking at the quality from the point of view of the school which is the producer of certain values. Let us now have a look at the customer's view - primarily at the students' view, then at the view of the graduates, but also at the view of a potential employer, of the parents etc. Global economy, the Internet, telecommunications, mobile transfers of technology, the transfers of knowledge and the mobility of the students and of the teachers bring a visible shift from the traditional hegemony based on the production of values to a permanent dominance of customers and consumers. The result is a new view of the quality from the customers' and the consumers' point of view. In general, each customer prefers higher quality to a lower price and to a faster satisfaction which both take place simultaneously and in one particular moment. Emphasis is not already put on a choice of one particular option, but it is placed on providing some additional options. In fact, the emphasis is put on the price, on the quality of education, on the way of educating and on the way of assessing and of acquiring knowledge and of skills, also, it is put on applying the knowledge in the occupational area etc. There is not a customer who would not prefer the elimination of the trade-offs and who would not want all the things at once. The customer does not wish to get his or her satisfaction in parts. The customers' satisfaction is separated according to separate dimensions, but he or she exists only as an integrated set of indivisible and of mutually determining values. According to Jakubíková, it is necessary to offer the customers some values and solutions, but not some products and promises. Today's customers have little time but they have a big amount of information. For their money they expect high quality, better services and higher values. The added value for the students can be teacher controlled through active methods of learning.

## 2 ACTIVE METHODS OF THE UNIVERSITY EDUCATION

Inertia, scepticism and fear of change can create a mix that slows down the creativity of teachers and students, suppresses innovation and withholds progress which is brought and enabled by new technologies and by new teaching methods. Many university teachers try hard to increase the share of an independent work of students in the learning process by the use of active methods of teaching and by implementing the cooperative or rather the collaborative procedure of teaching. Their experience shows that these methods, such as the method of learning in small groups (small group learning) encourage the skills of solving problems, encourage critical thinking and also encourage interpersonal communication skills. They can also increase the students' involvement and their interaction. The use of active methods is justified in all places where does not matter just the development of cognitive skills, but also where matter the practising of the skills that enable the use of knowledge in practice. In case of the cooperative or of the collaborative learning, these methods also have a strong social dimension and help include the acquired skills in the social context. These methods are applied in the problem-oriented learning and in the collaborative work of students on common topics (within the cooperation in teams - team based learning). Usually, it is also necessary that the students identify themselves with the solved problem ("take it as their own problems") and work with it not only according to their individual abilities and preferences, but also in a way that corresponds to their accepted social role in the group (according to the roles by Plamínek - the thinker, who

creates ideas, the mover, who stimulates the performance and the caregiver, who cares about the well-being. The roles should include the roles of the Belbin model which consists of nine parts).

The task of the teacher is to support not only the processes of individual learning, but it is also to create conditions for the social dimension of learning. Furthermore, it is also to reach a situation where the students mutually exchange their experience, critically evaluate their opinions and agree on the strategies leading to their common aims. In this sense, the creation of a working team is also a setting up of the social environment that is involved in the learning process, creates the relationships influencing the results of the process and the environment and, also transforms itself in dependence on the "learning history", in fact according to the shared experience and knowledge, which participants gain during this process of learning. The cooperative and the collaborative learning has significantly transformative nature and it is used everywhere where the aim is to induce a change in both the cognitive and the affective competencies of individuals (which is a traditional subject of teaching) as well as in their social characteristics and in their social abilities (competencies development). The teaching is mostly applied with regard to opening of the possibilities of positive and of value-based management changes which require an active attitude - students are apart from expert-level competencies, also trained on this civic role. This aspect of education is often discussed and it is often applied in relation to the issue of the sustainable development where the concept of the social learning plays an increasingly important role. Students need to do activities that they have to be learn, it is necessary to lead them to the so-called 'in-depth approach' to studying.

According to Průcha, among the basic characteristics of the active learning belongs:

- students work more actively rather than only listen;
- less emphasis is put on delivering of information and more emphasis is put on the developing the skills of students;
- it contains higher levels of thinking (analysis, synthesis, evaluation);
- participants do some activities (self-studying, discussion, written evaluation of the subject discussed);
- more emphasis is put on the development of students' own attitudes, opinions and values.

Through their self-consciousness, students will learn to accept the feedback. They will be able to solve potential problems and conflicts immediately, constructively and without any emotions. During the lessons, they are going to create an innovative and creative environment in which they are going to feel good and will be willing to work on their development. Criticism will not be a personal attack, but a way to improvement.

The digitisation of the field of life and of the youth groups' lifestyle which are most interconnected with computer activities and with the Internet activities also leads to changes in cultural activities and it enables changes in teaching methods. Young people today are "digital indigenous people" addicted to mobile technologies. They live in the world of Google, YouTube, Twitter, Facebook, Snapchat, Instagram and in many other forms of social media. If teachers do not admit this fact about reality and if they do not keep the pace with the trends and with the changing environment, then their behaviour can be considered irresponsible. A Nobel Prize winner, a physicist called Carl Wieman has published the podcasts of all of his regular lectures and of all of his study materials for students in a digital form. He has made the real course of his lectures available on his YouTube channel, on iTunes and on the Open University videos. He has had the courage to use some technologies in innovative ways, also the willingness to take risks and to try new ways to engage students in learning. As an effect of the students' searching for information on the Internet, even during lectures, the students have been evaluating the truthfulness and the originality of the sources, have been comparing the taught knowledge with the information from the Internet, have been

discussing different approaches, have been sharing their opinions, experiences, have been interactively involved in the teaching and in a non-violent (activativisation) way, they have been acquiring the required knowledge.

In the pedagogical concept of L. Andersen, the pedagogical strategy deals with thoughts. A university student manages to pay attention during not interrupted teaching about 15-20 minutes, then his or her concentration decreases. Attention also decreases at the moment when a student listens only to the subject for which he or she does not have the necessary prerequisites. To this term is slightly related the preparation of a student for a lecture or for a practice lesson. Petr Piřha points out that without the necessary amount of knowledge, people cannot think very well, because they do not have the matter to think about and they do not have anything to associate with the new information and also, they do not have anything to compare it with.

The use of the inductive methods is supported by research findings that students learn in a way that they incorporate new information in already existing cognitive structures and it is improbable that they could learn something new, if the information has no apparent connection with the things they already know and with the things they believe in.

The inductive methods of teaching and learning are terms that cover a variety of teaching methods, such as surveys, problem-oriented learning, project-based learning, use of case studies in teaching, application of the research procedures and just-in-time learning. These methods have many common features - apart from that all of them can be classified as inductive, all of them are focused on the student (learner-centred), which causes that students have more obligations and more responsibility for their own studying as compared to the traditional deductive approach based on lectures. In practical terms, it has been proved as a good practice for the author to assign specific tasks to the students for the following lectures or practice lessons. The check of the prepared material in the introduction of the lesson and the use of the material during lectures for discussion, teaches students to have a disciplined attitude to doing homework, forces them to think, takes care of their creativity and motivates them to an active receiving of information.

The job of a teacher does not end with "an interactive presentation of the topic" within the classes. The teacher should after every lesson within his or her own self-consciousness evaluate the procedure of educating, if and how many students were actively involved and if they have gained the presumed competencies and the required skills. It is also necessary to evaluate, to verify the probability of the realisation of the determined study objectives and to re-evaluate continuously the subject when it is enlarged. In this situation, there is also valid the statement "less can be sometimes more." A teacher should provide some feedback to students so that students know how their learning proceeds (this is the so-called 'formative assessment'). Evaluation does not have to be done only by the teacher, but it can also be done by students - this can include self-assessment, mutual assessment between classmates and an assessment of the group's work by another group of students.

Lectures, practice lessons, evaluations etc. should have their order and rules anyway - the arrival to school at an accurate of all participants, responsible attitude to preparation at home, meaningful discussions, respect for the opinions of the others, assessments of situations in advance and clearly set priorities ... If an order is absent, a school changes to an entertainment facility, a lecture to a multimedia show or a theatre performance by the lecturer.

### 3 DATA FROM THE PRACTICE, STUDENTS' OPINIONS

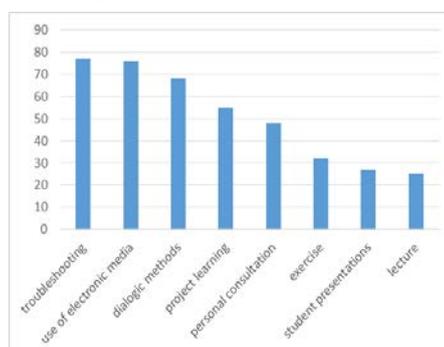
The outcome from learning, the learning methods and the evaluation methods are not always properly interconnected. There can be absent the interconnectivity of the curriculum itself. In syllables, there are used general descriptions of the

outcomes (student is going to learn, student is going to get to know...) which is very hard to assess. The suggested solution - do not mismatch terms of the types of outcomes with their meaning, those are professional knowledge, professional capabilities and general eligibilities. Professional knowledge should include everything that a student is able to explain, analyse, synthesise, evaluate, compare... (the declarative knowledge of the field of study). Professional skills - situations when students can use their knowledge in practice - these are the things they can realise, design, solve, create, improve (the functional skills in the field of study). General eligibilities express in what context and to which extent and responsibility the qualified person is able to apply the professional knowledge and the professional skills. For general competencies can be regarded the ability of presentation, of making judgments and their formulation. It also includes processing the data about the activity of students and teachers in syllabus and in the support of studying. Next, it includes creating the outcome from the learned data about the field of study, their subsequent processing within the levels relevant for individual subjects and the continuity of individual objects defined in the prerequisites. Furthermore, it includes not evaluating a thing which is easily assessed - for example test results, but it is necessary to evaluate realistically the acquired complex knowledge and capabilities by applying innovative forms of assessment.

An extensive and long-term (longitudinal) research by a well-known American sociologist, Professor Richard Arumah and by his colleague, associate professor Josp Rok published the results of the CLA (Collegiate Learning Assessment) tests which focus primarily on the ability of the reading comprehension, on reconstruction of the main arguments and on the level of writing skills, on which critical thinking is based. The scientist stated that for the last fifty years there has been a new record in the reduction of time which American students dedicate to studying. Still, in the sixties, almost 70% of students prepared for school more than 20 hours a week. Nowadays only 20% of students spend so much time studying textbooks. The authors are convinced that critical thinking has degenerated and has become a mere phrase and many things are concealed behind it, only not the ability based on hours spent with difficult pieces of writing and with writing seminar papers. But, let us come back to the Czech environment.

The questionnaire focused on creating the profile of the second-year students of the master's degree program at VřFS during the academic year 2013/2014 asked the following question: From the following means of the educational process at the school what should be present more and which means should be present less? Assess each of them on a scale of 1 (more) - 3 (as many as now) - 5 (less). The students' opinions are summarised in the graph 1. They have confirmed that even students prefer the activativisation forms of teaching presented in chapter 2.

Figure 1: Students' preferences in the choice of methodological means of teaching



Source: Adapted by the authors according to ANÝřOVÁ, P., ZICH, F. The final report about the questionnaire. 2014. Praha. Internal material VřFS, o.p.s.

In the survey by VŠFS, o.p.s. done in 2014, was formulated a question about the extent of learning options and about the level of student's participation in his or her own process of studying. Number of questions were related to the judgement of the following parameters: the maximal use of time to acquire new knowledge, studying most of the recommended literature, full use of consultations with teachers, responsible attitude to preparing for exams, use of the school library, regular attendance at lectures, preparing for seminars and for practice lessons, using the possibilities of discussions with the other classmates, the amount of effort dedicated to studying. All the statements were rated on a scale from 1 (definitely yes - agreement with the statement) to 5 (definitely not - disagreement).

Most of the respondents (92 %) stated that they prepared for exams in a responsible way, similarly high number (88 %) of respondents also stated that they attended the lectures regularly. Three quarters of the students stated that they also prepared for the seminars / practice lessons in a responsible way and during their study they used the maximum of time to acquire new knowledge. Only one half of the respondents stated that they fully used the school library and that the lecture subjects they discussed with their classmates. Only 37- 47 % of respondents stated they studied the prescribed literature and exploited the potential of consultations with educators. Half of the respondents then finally admitted that they could have dedicated more effort to their studying. Table 1 shows the average number of hours per week spent studying and working according to the fields of the university studies.

It can be implied from the facts shown above that students in the Czech Republic do not pay much attention to their preparation at home. The suggested solution - to support students in the in-depth comprehension by developing their interest and motivation for preparation at home and self-studying, which can be based even on the proceeding work activities. The interest of the students will be peaked by the attractiveness of the taught topic, by relevant and meaningful outcomes which are possible to be used in practice. And we are back to the active involvement of students, back in the way of evaluation of the target activities and of the constructive interconnection of the fields of study with the needs and with the demands of the labour market. In other words - if the school was able to secure employment of students in a particular field on the basis of the specified quality requirements, it would then create motivation for its students for their in-depth approach to studying.

Table 1: Average number of hours per week spent studying and working according to the university majors of study

study	study at school	self-study	paid work
law	11,9	9,2	35
pedagogical	10	8,4	30,2
healthcare fields	19,7	10,7	29,3
humanitarian	12,8	9,1	28,6
economic	12,4	8	26,4
agricultural	15,5	8,5	20,7
science-oriented	16	10,8	20,7
technical	22	11,1	18
arts-oriented	21,7	13,4	17,8

Source: FISCHER, J., VLTAVSKÁ, K. et al. [Online].Credo. EUROSTUDENT V: Selected results of the survey in the CR. November 19, 2013. p.78 © 2013-2014 Ministry [Cit.2014-11-01] Available from <http://kredo.reformy-msmt.cz/vybrane-vysledky-eurostudent-soubor>

## Conclusion

The aim of the article was to discuss the current changes in management, which were brought about with the development of technologies, the competitive environment and trends in the management of successful companies. These changes also influence the environment of universities. Dynamic development of management has high demands on professional and personal qualities of graduates. Within the educational process, it is necessary to learn to think in many relations, to estimate the future development, to search in a changing environment for new opportunities and to adapt to changes. Employers expect

communication, presentation skills, flexibility, adaptability and creativity. If a university wants to educate managers for the 21st century who will be able to face the changes mentioned above, then it is necessarily that the school itself serves as a good example. It has to change its approach to the traditional form of management of the university institutions. Specifically, the management of people and control of them belong among the supporting school activities and cannot be done without communication. The authors draw attention to the trend of the so-called organizing themes. On basis of their experience (as a teacher and as a student) they paid attention mainly to topic of the pedagogical strategies focused mainly on the activatisation forms of teaching, on the possibilities of the use of the Internet and on the modern forms of communication in the process of education. Use of these methods of teaching / learning develops critical thinking and interpersonal communication; it can increase an active participation of students and their mutual interactions, all of which are all very important skills for the future success of graduates in the labour market. The article focused mainly on the teaching strategies dealing with ideas, on the activities leading students to an active participation during lessons and to a proper preparation at home. They are aware that the realisation of the complex implementation and of the evaluation of an excellent quality of the university institution is a matter of its strategic management, but the implementation itself depends on the coordination of school's aims with the aims of individuals (teachers, students, other staff, stakeholders), on the ability to accept the challenge of management of the 21st century and on the speed of implementation of the social system of the school via the so-called school organisation themes.

## Literature:

1. BROŽ, D. *Svoboda volby jako princip managementu 21. století?* Hospodářské noviny. Příloha Kariéra a vzdělávání. 13.3.2013. ISSN 1213-7693.
2. CEJPEK, V. a kol. *Jak rozvíjet kvalitní vysokoškolské vzdělávání.* Metodika IPN Kvalita. Praha: MŠMT, 2014. 66 s. ISBN 978-80-87601-22-8.
3. DLOUHÁ, J. a kol. *Metodika týmové spolupráce a tvorby týmů pro vysokoškolské vzdělávání.* 2010. Praha: Centrum pro otázky životního prostředí Univerzity Karlovy v Praze. 69 s. Publikace nemá ISBN.
4. FISCHER, J., VLTAVSKÁ, K. a kol. [online]. *KREDO. EUROSTUDENT V: Vybrané výsledky šetření v ČR.* 19.11.2013. s. 78 © 2013 – 2014 MŠMT [Cit.2014-11-01] Dostupné z <http://kredo.reformy-msmt.cz/vybrane-vysledky-eurostudent-soubor>
5. ISHIKAWA, Kaoru. *Co je celopodnikové řízení jakosti? Japonská cesta: principy, postupy, metody.* 1. vyd. Praha: Česká společnost pro jakost, 1994. 205 s. ISBN 80-02-00974-6.
6. JAKUBÍKOVÁ, D. *Strategický marketing. Strategie a trendy.* 2. rozšířené vyd. Praha: Grada Publishing, a.s., 2013. 368 s. ISBN 978-80-247-4670-8.
7. JANIŠOVÁ D., KŘIVÁNEK M. *Velká kniha o řízení firmy. Praktické postupy pro úspěšný rozvoj organizace.* 1.vyd. Praha: Grada Publishing, a.s., 2013. 400 s. ISBN 978-80-247-4337-0.
8. KOPŘIVA, T. [online]. *Pohled pod pokličku strategického uvažování vysokých škol.* 29.8.2014. [Cit.2014-11-17]. Dostupné z [http://kredo.reformy-msmt.cz/strategie-uavazovani-vysokych-skol?utm\\_source=msmt-ipn&utm\\_medium=referral&utm\\_campaign=vtr2-nw5](http://kredo.reformy-msmt.cz/strategie-uavazovani-vysokych-skol?utm_source=msmt-ipn&utm_medium=referral&utm_campaign=vtr2-nw5)
9. KOUČKÝ, J. , KOVAŘOVIC, J. [online] *Vysoké školy se vyrovnávají s požadavky 21. století.* 16.července 2014. Vysoké školství ve světě. [Cit. 2014-11-15]. Dostupné z <http://vsmonitor.wordpress.com>
10. LANG, H. *Management – trendy a teorie.* 1.vyd. Praha:C. H. Beck. 2007. 288 s. ISBN 978-80-7179-683-1.
11. LUHMANN, N. *Sociální systémy. Nárys obecné teorie.* 1. vyd. Brno:CKD. 550 s. ISBN 8073251000
12. MATĚJČKOVÁ, T. [online] *Vysoké školy nevzdělávají, jen umožňují nicnedělatí.* 14.11.2014. © 2014 MAFRA, a.s., ISSN 1213-1385. [Cit.2014-11-14]. Dostupné z [http://ceskapozice.lidovky.cz/vysoke-skoly-nevzdelavaji-jen-umoznuji-nicnedela-ni-f9c-recenze.aspx?c=A141014\\_1\\_83845\\_pozice-recenze\\_1](http://ceskapozice.lidovky.cz/vysoke-skoly-nevzdelavaji-jen-umoznuji-nicnedela-ni-f9c-recenze.aspx?c=A141014_1_83845_pozice-recenze_1) uba

- 
13. NANTL, J., ČERNIKOVSKÝ, P. a kol. *Národní kvalifikační rámec terciárního vzdělávání, Díl 1. Národní deskriptory*. 1. vyd. 2010. 48 s. Publikace nemá ISBN.
14. NENADÁL, J. *Moderní management jakosti: principy, postupy, metody*. 1. vyd. Praha: Management Press, 2008. 377 s. ISBN 978-80-7261-186-7.
15. O MALLEY, B. *Embrace digital age or face irrelevance – Martin Bean*. 14 November 2014 University World News Issue No:343. ISSN 1756-297X.
16. PETŘÍKOVÁ, R. *Jakost a lidský faktor*. 1. vyd. Ostrava: VŠB – Technická univerzita Ostrava, 2008, 104 s. ISBN 978-80-248-1735-4.
17. PRŮCHA, J. a kol. *Pedagogický slovník -- Nové, rozšířené a aktualizované vydání*. 7. akt. a roz. vydání. Ostrava: Portál. 2013. 400 s. ISBN 978-80-262-0403-9
18. ROHLÍČKOVÁ, L., VEJVODOVÁ, J. *Vyučovací metody na vysoké škole*. 1. vyd. Praha: Grada Publishing, a.s., 2012. 288 s. ISBN 978-80-247-4152-9.
19. SVĚTLÍK, J. *Marketingové řízení školy*. 2. aktual. vyd. Praha: Wolters Kluwer. 2010. s. 325. ISBN 978-80-7357-494-9
20. VEBER, J. *Řízení jakosti a ochrana spotřebitele: principy, postupy, metody*. 1. vyd. Praha: Grada Publishing, a.s., 2002. 204 s. ISBN 80-247-0194-4.
21. WACHTER, B. *Questioning the student mobility imperative*. 14 March 2014, University World News, Issue No:311. ISSN 1756-297X.

**Primary Paper Section: A**

**Secondary Paper Section: AM**