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PHD THESIS

„Contributions regarding the integrated knowledge and quality management within the lifecycle of projects developed in universities”

SUMMARY

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The Management

The concept of management has evolved significantly from the early twentieth century when Fayol and Taylor founded the scientific management, challenging the already traditional methods of organizing industrial production and promoting new methods and principles of organizing and administrating companies.

Both scientific management, initiated by Taylor in his paper „*The Principles of Scientific Management*”, published in 1911, and the traditional theory of organizing firms as a whole, created by Fayol in his work „*Administration Industrielle et Generale*” of 1915, have had many successors and „improvers” both theoretically and practically. Thus, the Gilbreths altered the analysis initiated by Taylor and transformed them into accurate scientific applications meant to measure elementary actions of the labor process. Henry L. Gantt helped to improve work efficiency through scientific research. Gantt developed the system of agreement-based pay system, proposed by Taylor, by a more stimulating system combining the so-called guaranteed daily wage (a minimum daily wage) with bonuses for exceeding the working time. To be able to perform measurements of the degree of task fulfilling, he initiated the introduction into workshop practice of linear activity graphs, which can display both the scheduled task according to regulations and the actual degree of fulfillment (the Gantt charts).

In the field of firm organization, founded by Fayol, we may mention Max Weber who introduced the concept of "bureaucratic organization", proposing a management system based on rational authority, with departments and offices which should constitute a formal structure capable of continuity, irrespective of the managerial personnel fluctuation. Henry Mintzberg was mainly concerned with the areas targeting the production strategy, the use of working time and the establishment of their own needs in the company.

Today the term management has enhanced its scope and applicability and is already included in absolutely all the fields of activity and departments of an organization: human resources management, procurement management, risk management, financial management, documents management, etc. In this complex context, we cannot avoid speaking about the importance of **knowledge management, quality management and project management**.

Knowledge Management

Currently, there are almost no sectors, functions or elements of the economy that are not affected by the qualitative changes related to the conditions of the information society and the swivel of this society is knowledge, learning, intellectual capital and innovation. Moreover, the emergence of distinct initiatives meant to encourage „the innovative practices” is, indeed, a new vision of how good practices can determine the rise and upgrading of our societies. It is clear that the emergence of new forms of economy and social organization requires the implementation and assimilation of new management standards, but also of tools and technologies able to capitalize the opportunities provided by the knowledge-based economy.

Knowledge may be defined as the power to understand and capture the essence of facts, the use of certitudes and information obtained in the form of experiences and lessons. In the functioning of knowledge-based organizations, the key processes are those generically designated by the phrase “the 3 I”: innovation (creating new knowledge), imbibing (assimilation of new knowledge) and interactivity between partners related to knowledge.

Knowledge management is a relatively new management domain, being focused on the management of processes and resources. Accordingly, knowledge management relates not only to „relations of production”, but mostly to the relation between people and the outcome of their work, oriented towards creation, dissemination and evaluation of the knowledge needed for organizational development.

Quality Management

Quality management refers to all the activities of the overall management function of an organization that determine, in terms of quality, objectives and responsibilities. It implements them within the quality system, by means such as: planning, control, quality assurance and improvement. Throughout the development of human societies, the major concern was directed towards fulfilling social and spiritual needs. In order to obtain the required products and services, the market was developed and the members of the society were divided into producers and consumers. Their interests, often antagonistic, have generated the permanent change of the characteristics of products and services, thus generating quality.

Therefore, the concept of quality and the methods of organizing activities in order to achieve a certain level of quality have evolved over several decades, depending on the following guidelines:

- *towards the actual product* having features consistent or inconsistent with a certain referential;
- *towards the technological process of product development* which is a source of potential traceable and identifiable nonconformities;
- *towards the system of technological and administrative processes* undergone by the processed resources into products;
- *towards the personnel* working within these processes;
- *towards the society*, which has certain interests regarding environmental protection, health of the population, labour security;
- *towards the costs needed for obtaining quality*, in order to optimize them and streamline the process functioning;
- *towards the internal and external client* whose needs, either expressed or implied, must be known and fulfilled in order to meet the quality standards;
- *towards the market*, which must be informed and cultivated to allow the harmonious blending of the interests of the producers with those of the consumers; however, to ensure an effective protection, including severe administrative measures against the by-products, fakes, counterfeit marks.

The quality researchers unanimously agree that we can distinguish four main stages over time, with specific features regarding the approach of the organization and quality assurance measures. It is difficult to clearly distinguish between these steps, since they are interwoven, the essence of some concepts being found in the next step.

Project Management

Ever since ancient times mankind has developed projects. The construction of the Egyptian pyramids, the statues on Easter Island, the Gothic cathedrals are just some examples of the capabilities of people to achieve great works by means that we consider rudimentary today. Morris has shown that project management is one of the oldest and most respected achievements of mankind. The construction of the Great Pyramids, of the ancient cities along the Great Wall of China, the cathedrals and the mosques would not have been achieved without good knowledge of project management. Thus, it can be said that the management of civil engineering projects historically demonstrates that excellence in business requires good knowledge of major projects.

Project management which appeared in the United States was quickly adopted in Europe too. Furthermore, at European level, procedures have been developed for quality in project management, procedures which meet the standards set by the International Organization for Standardization (ISO).

William H. Kilpatrick remains the main theorist of the project idea. In his view, the project has a specific purpose; it commits personality in its entirety; it unfolds in a social environment. The American philosopher John Dewey, author of the famous concept of "learning by doing", brought the main contribution to the development of the project concept in the field of education.

Project management has begun to constitute as a business standard in both private and public sectors, gradually increasing the diversifying of the applicability domains and the complexity of the

development forms and patterns. The current period is described by more and more experts as „the project management era” in all areas.

Gradually, project management has passed from the big companies to the public sector as well. Currently, project management is becoming an option and direction followed by universities, ministries, government agencies, defense and aerospace industries, municipalities, prefectures, associations, SMEs, NGOs, foundations, schools, etc. The field has reached an unprecedented level and the issue arises whether the effects of the development of an activity through economic and social projects can be compared, by amplitude, to those caused by the Industrial Revolution. After the Second World War, the increase of the global economic competition required a new way of considering development in terms of project management.

In this context the focus is on developing and implementing coherent strategies of development, on planning and organizing, therefore on the project. This trend is particularly pronounced in the European Union where, under the impact of integration needs, project management tends to become the main form of existence in the economic environment.

By recognizing projects as temporary organizations the importance of project management has significantly increased. It has been admitted that projects with very different objectives (draft orders made by customers, proposals projects, marketing projects, projects for staff and organization development etc.) in all industrial sectors, in state enterprises and nonprofit organizations contribute to the streamline and the survival assurance.

The organizational strategy „*Management by Projects*” formulated in 1990 has been increasingly used by different organizations from all areas of activity, which own project portfolios. Hence projects become - consciously or not - organizational differentiation tools. While common organizations realize ordinary routine business processes, projects are implemented to conduct extensive relatively unique business processes.

The maturing of the field is now apparent, even if we still can not talk about the profession of project manager. This maturing is attested by the explosion of theories, models, tools, technologies, electronic forums for discussion between practitioners, conferences, congresses, publications, organizations and professional associations and universities offering such specialization.

Project management is a new management method, which is an expression of the professionalization of management. Project management is essentially a development of knowledge based management. The expansion in the last two decades both at company level, and at other types of organizations (universities and schools, local administration units, institutes and centers of design, consultancy etc.) is the most convincing proof of the quality of this new management tool.

Research topic of the doctoral thesis

The research topic of the doctoral thesis „*Contributions regarding the integrated knowledge and quality management within the lifecycle of projects developed in universities*” is part of the main CNCSIS domains, as follows: **Domain 9 – Socio-economic and human research, Research Direction 9.2 – Quality of Education, Research Topic 9.2.2. – Quality Management in Education.**

The originality of the thesis lies in the development of conceptual models for three management systems (knowledge, quality and projects) and in the elaboration of an integrated management system in order to improve the management of projects life cycle within the "Lucian Blaga" University of Sibiu.

The objectives of the doctoral thesis

1. To analyze the current state of research in the field of project management, of project quality management and of knowledge management in order to join these concepts and to integrate and optimize the specific processes developed within the university.
2. To create a DSS software application whose use can help facilitate the decision-making process in project management within a university.
3. To achieve conceptual models for knowledge, quality and project management systems and for the integrated management system: knowledge-quality-projects in universities (SMI-KQP-U)
4. To elaborate a project to develop an integrated management system for quality-project-knowledge and to implement this model within the „Lucian Blaga” University of Sibiu.

Research Methods Used

- bibliographic research;
- static modeling;
- questionnaires;
- instantaneous observation method (Work Sampling);
- methods of data representation: tables, charts, graphs, etc.

Research Tools Used

- specialized software for editing, image processing, vector graphics, modeling (Microsoft Word, Microsoft PowerPoint, Microsoft Visio, iGrafx IDEF0, Adobe Photoshop).
- specialized project management software (Microsoft Project)
- software for generating questionnaires and web sites.

Statistic Data

Indicator	Value
Number of pages:	258 (without bibliography and annexes)
Chapters	6 + Bibliography + Annexes
Figures	144
Tables	57
Reference titles (total)	442
• out of which after 2000	261
Papers published during the doctoral studies (total) out of which:	36
• papers in magazines/publications marked ISI	5
• papers in magazines/publications marked BDI (Copernicus)	1
• Papers published and presented at international/national conferences	15
• Published books	3
• Developed teaching materials	10
• Documents which systematize the university activities	2

Thesis Outline

The thesis is structured in five main chapters, plus the introduction, a chapter of conclusions, the bibliography and the annexes, as follows:

1. INTRODUCTION

This chapter presents the general context of the thesis briefly focusing on the main concepts: knowledge management, quality management and project management. It describes the research topic, the objectives of the thesis, the research methods and tools used, and the summary of the thesis.

2. PROJECT LIFE CYCLE MANAGEMENT

The chapter presents the concepts related to projects and their management, and it is structured in five subchapters:

2.1. Definitions – The subchapter contains a brief history of project management, listing the most relevant definitions and approaches of projects and their management.

2.2. Principles of Project Management – The subchapter details the seven fundamental principles of project management formulated by Max Wideman in 1999.

2.3. Project Environment and Constraints – The subchapter contains the description of the project environment and its components, establishing the place of project environment in the organization. Based on this analysis, it proposes a general representation of projects environment in universities. An important chunk is assigned to analyzing project constraints based on the „iron triangle”, the original mathematical descriptions being provided for the four main elements that make up this triangle: scope, resources, duration and quality of the project. At the end of the subchapter, there are six graphical models for the model of the triple constraint, according to different authors.

2.4. Project Life Cycle – The subchapter contains the different approaches and models of the project life cycle (the Archibald model, the Stuckenbruck model, the PCM model, the waterfall model, the model V, the W model, the evolutionary model, the incremental model, the prototype model, the spiral model, the three-dimensional model, the fountain model, the pyramid model). The main advantages and disadvantages of the analyzed models are also presented, specifying the types of industries where each of the models are used. The groups of specific project management processes are analyzed, in line with the PMBOK Guide 5th Edition - 2013.

2.5. Conclusions – The subchapter present the role of projects as tertiary activities for universities and the main advantages and limitations of using project management in universities.

3. KNOWLEDGE MANAGEMENT IN PROJECT LIFECYCLE

Within chapter three the concepts of knowledge and knowledge management are detailed. The chapter is structured in five subchapters:

3.1. Definitions – The subchapter presents the main definitions found in the specialized literature. The chapter contains a clear distinction between what is and what is not knowledge management and seven main schools of thought are presented which attempt to explain and define the specific concepts of knowledge management.

3.2. Approaches to Knowledge Management – The subchapter contains the approaches related to knowledge management and the perspectives from which it can be analyzed. These vary according to the authors who have enunciated them or to the school some authors belong to. Thus we identified: the technological perspective, the organizational perspective, the ecological perspective. In this subchapter the main approaches to knowledge management are graphically presented: the three pillars approach, the four pillars approach, the ten pillars

approach, the epistemological-ontological perspective, the intellectual capital management model.

3.3. Lifecycle of Knowledge Management – In this subchapter, the main processes of knowledge management are described and the three main pillars of knowledge management are mentioned (e-workers, best practices, platform). The representation of the „diamond” of knowledge management highlights the importance of the impact of the three elements of KM (people, technology, processes) and of the four elements of the knowledge lifecycle (creation/generation, representation/storage, access/use/reuse, and dissemination/transfer).

3.4. Knowledge Management in Projects – Knowledge management and project management are relatively new areas with direct reference and application to the organizational management. The benefits of applying tools specific to these areas are presented, and also the common areas which make possible the connection of areas and the integration between knowledge management and project management.

3.5. Conclusions – The importance of using knowledge management in organizations is highlighted in order to maximize: productivity, quality and profitability by facilitating collective thinking, innovation and learning. It is emphasized that knowledge management in a university provides increased performance, reduced time to achieve the „products” (i.e. achieving a new curriculum or conducting a research), determines improved academic and administrative services, and reduced costs. Parallels between a hierarchic university, i.e. based on control and authority, and a university based on knowledge are presented, emphasizing the role of a university as „knowledge broker”.

4. QUALITY MANAGEMENT WITHIN PROJECT LIFECYCLE

The chapter is structured in five subchapters:

4.1. Definitions – The concept of quality itself is fundamental to the quality assurance systems, but it is a very complex idea with many interpretations of what quality means even in the context of quality assurance systems. Thus, quality is a multidimensional and often subjective concept. In this context we presented some definitions of quality and quality management, highlighting the common trend of different approaches. A three-dimensional quality model was presented, based on the satisfaction of the organization and the user, and the general interest. The subchapter details the approach of the Spanish Association for Quality, and the specific areas of Venn diagram is explained.

4.2. Principles of Quality Management – The subchapter presents the eight quality management principles which lay at the foundation for establishing quality policy. The specific actions and the advantages of the organization’s using the 8 principles of quality management are detailed in a table.

4.3. Quality Management in Universities – The subchapter deals with the importance of quality management in universities. Thus, in higher education system, quality is assessed both by means of the resulting product, evaluated by knowledge and competence, and by the educational process that results in an educational product. It is increasingly evident that all the work of a university should be oriented towards increasing competitiveness of the institution both nationally and internationally through: the quality of the educational offer and of the outcome of the activity, good management, a financial policy adequate to the rational use of resources and the discovery of new resources, the strengthening of the international dimension of activity, and the encouragement of a responsible attitude of the staff. In this context the correction circuits of quality control are graphically presented and detailed.

4.4. Project Quality Management – This subchapter presents the role and the importance of project quality management. It states that project quality management addresses both the outcome of project management processes, such as cost and schedule performance and the quality of the deliverables. The three main processes are detailed: planning, project quality

assurance and control. The input, the tools and the techniques used, as well as, the output of the processes are presented in detail. The extensive models and the interconnections with all other processes specific to project management are presented.

4.5. Conclusions – Starting from Crosby's statement that noted that on medium terms, improved quality is cheaper than poor quality, the quality of projects is analyzed in terms of costs. It is stated that project quality management was not an end in itself, the quality of the project influencing positively the project costs and directly the involved organizations. Thus, the costs of the quality of the project must be correlated with the additional benefits that the improved quality brings, because a successfully completed project that meets the customer's requirements can be a source of future benefits.

5. CONTRIBUTIONS REGARDING THE DEVELOPMENT OF AN INTEGRATED MANAGEMENT SYSTEM IN ORDER TO IMPROVE THE LIFECYCLE MANAGEMENT OF PROJECTS CARRIED OUT IN UNIVERSITIES

The chapter presents in five subchapters the means to develop an integrated management system: knowledge, quality, projects, and the implementation of this system to the "Lucian Blaga" University of Sibiu:

5.1. Management Systems in Universities – In the context of the current market dynamics, more and more universities in Romania implement/certify/integrate management systems capable of meeting specific requirements related to quality assurance, environmental preservation, labor health and safety, information security, social responsibility etc. The universities must meet some requirements/quality standards either imposed by various national and international bodies, or self-imposed. Starting from this hypothesis, it is described an analysis of the Romanian academic institution. The analysis is targeted to the implementation/certification of management systems based on SR EN ISO 9001 , SR EN ISO 1400, SR EN ISO 22000, SR OHSAS 18001, SA 8000, AQAP 2131, SR ISO 26000, ISO/CEI 27001, ISO 21500 in 105 Romanian Universities (according to ARACIS records in September 2012). Having analyzed the results, it is noticed that only 16.19 % of universities have implemented/certified management systems, and 4.76 % of them have implemented/certified integrated management systems.

5.2. Planning the integrated management system knowledge-quality-projects – Adapting the managing reengineering method based on five pillars: **objectives-processes-structures-people-results**, a methodology has been developed for planning the integrated management system knowledge-quality-projects within universities.

The main objective of planning the integrated management system was to obtain a project of the integrated management system. The project is the result of an analysis and of the interpretation of the composing sub-systems in order to integrate them and implement a performant system. The planning and implementing of the Integrated Management System: Knowledge-Quality-Projects (SMI-KQP-U) are treated in terms of project management. Both activities were approached as two distinct projects that were later integrated into a common general project customized for the „Lucian Blaga” University of Sibiu.

Based on the issues identified in the study conducted at the „Lucian Blaga” University of Sibiu on the implementation of the European financed projects of the FSE through POSDRU, the development of a DSS application for project management - POMADESUS (Project Management Decision Support System) it is presented.

To unitarily address the conceptual modeling and the integration of the knowledge, quality and project management systems, the key elements which determine the meaning of a management system have been identified. They constitute the starting point for modeling the management systems. In order to develop a general conceptual model, the model used in quality management was the started from. It shows that all the main activities, regarding the quality of a University, shall be defined as processes of the management system. It was

developed a generic conceptual model for a management system, according to which were generated the conceptual models for both the management systems undergoing integration and the integrated management system.

A consequence of the general conceptual model is the introduction of a **reduced ORP model: Objectives-Resources-Processes** which can be particularly useful in modeling any management system. For this model, it is suggested a mathematical description in order to analyze its behavior according to the involved parameters. This mathematical description can be also used to get a dynamic picture of the states and the behavior of the system, when these parameters vary.

Considering the multitude of definitions found in the field literature, in order to avoid confusion of terms and any objections to the proposed approaches in the paper a contextualization of concepts and terminology was needed. This led to developing personal definitions of the management systems consistent with the research objectives.

The analysis conducted by the LBUS management is presented in this subchapter, containing all the component phases: preliminary analysis, development of the operational plan and defining the vision, mission, values and LBUS policy in quality, redesigning the organizational structure, establishing the performance indicators and the specific objectives, the strategic analysis centered on the concept of stakeholder and the means of developing the evaluation questionnaires, interpreting them and aggregating their results.

In order to have a better view of the integrated management system, the map of the identified processes was developed. Given the heterogeneity/absence of reference standards for the three management systems subject to integration, some difficulties were encountered in unitarily validating the heterogeneous deliverables generated by the system. Therefore, in order to verify compliance of these deliverables with the requirements of the three management systems, an integrated validation block was designed.

Through this block of processes, validation is done by checking the conformity of each individual deliverable with the integrated system requirements. Meanwhile, the validation contributes to controlling the performances of the deliverables through the verification of their contribution to the achievement of the performance indicators of the SMI-KQP-U. The module also helps to integrate independent deliverables in the three major categories of deliverables of the system (tangible, intangible, and graduates) and to continuously improve them, and hence the entire management system.

5.3. Implementing the SMI-KQP-U – The subchapter describes the stages of the implementation of SMI-KQP-U. This is a large and long term project that can last up to 3-4 years due to the characteristics of an academic organization. The specific graphs of the project are described, together with the working breakdown structure and the stages of implementing the integrated management system.

5.4. The elaboration of the integrated project of developing the SMI-KQP-U – The projects of designing and implementing the integrated management systems are particularly time-consuming mainly because of the way a university works. Having these in view, the integration of the different projects in a general and unified project is very useful. The integration has generated a project which was easier to plan, manage and monitor. For this integration, the following steps were taken:

- Identifying similar activities;
- Analyzing the critical path taken by each project in order to establish the activities which are mandatorily to conduct;
- Identifying the links between the activities of the two projects;
- Concatenating „roughly” the projects;
- Establishing links between activities/projects under the unified project;
- Streamlining the working breakdown structure for the unified project;

- Optimizing the time of performing each activity;
- Establishing the unified project management activities;
- Developing and adjusting the implementation schedule;
- Optimizing the unified project network diagram and establish the critical path.

The graphs of the integrated project are presented, along with the network diagram and a series of statistics on the implementation of the unified development project and the implementation of the integrated management system knowledge-quality-projects within the „Lucian Blaga” University of Sibiu.

5.5. Conclusions – This chapter presents the conclusions of the analysis of the implementation /certifying the management systems in the universities of Romania, the importance of planning and implementing an integrated management system in universities, and the advantages of using the DSS – POMADESUS application.

6. FINAL CONCLUSIONS, PERSONAL CONTRIBUTION, AND FUTURE RESEARCH TRENDS

The chapter consists in three subchapters, as follows:

6.1. Conclusions – The thesis results are presented according to the four objectives proposed in its first part.

Thus, for **objective 1**, it was analyzed the current state of research in the field of project management, quality management, and knowledge management and these concepts were linked to one another. The last step was the analysis of the means of integrating and improving the specific processes developed within universities.

For **objective 2**, the benefits of using a DSS application was presented underlining the gain of using this application to facilitate the decision making process in project management at a university.

The conclusions related to **objective 3** present the manner of creating the conceptual models for knowledge, quality and project management systems, and for the integrated management system: knowledge-quality-projects in Universities.

Objective 4 aimed at designing and implementing an integrated management system in a university. The conclusions present a number of elements that would slow down or change the way of conducting the project, which are a risk factor for developing an integrated management system in a University and which must be included in the risk register and treated accordingly, within the specific project management activities. Several levers were identified. They should lead universities to intensify their concerns in the implementation of various management and quality assurance systems. Within this subchapter, there were identified a number of shortcomings both of the educational system as well as of the university management that prevent, or rather slow down, the implementation of complex management systems.

6.2. Personal Contribution – within this subchapter the following theoretical and practical personal contributions are underlined:

- ✓ Planning and synthesizing information from over 450 bibliographic sources.
- ✓ The way of systemizing and graphically presenting the concepts, ideas and notions through tables, illustrations, graphics, and original models.
- ✓ The mathematical models proposed for surpassing the project constraints.
- ✓ The unitary model of setting general objectives and performance indicators of the management systems on the basis of sustainable development.
- ✓ The reduced ORP models - Objectives, Resources, Processes for the analyzed management systems, including the equations for defining the system parameters.
- ✓ The static models of project management processes.
- ✓ The conceptual models for: Knowledge Management System in Universities, Quality Management System in Universities, Project Management System in

Universities; Integrated Management System: Knowledge-Quality-Projects in Universities.

- ✓ The designing and the development of a decision support system within the universities implemented projects lifecycle.
- ✓ The designing and the implementation of the integrated management system knowledge-quality-projects within LBUS.
- ✓ The overview map of the groups of processes within the integrated management system of knowledge, quality, and projects in universities.
- ✓ Planning the means of integrated validation of the deliverables of an integrated management system.
- ✓ The glossary containing approximately 700 terms specific to project management, quality management, and knowledge management.
- ✓ The analysis of the projects performed in the LBUS.
- ✓ The research conducted in order to identify the current state of management system implementation/certification in 105 Universities in Romania.
- ✓ Developing questionnaires, collecting and interpreting data.
- ✓ Accomplishing and optimizing the project for developing the SMI-KQP-U within the LBUS.

6.3. Future research trends. The results of the thesis, the developed tools and models will be able to facilitate the adjusting of the development processes of the integrated management systems within universities. The research is also a starting point for new concepts and approaches for studies that may connect both universities and other types of organizations. Among the future research directions identified, we can mention:

- ✓ Finalizing the implementation of SMI-KQP-U at the „Lucian Blaga” University.
- ✓ Writing and developing a best practice manual which shall multiply and disseminate the results of project implementation within LBUS to other Universities as well.
- ✓ Identifying, describing and mapping the whole processes developed within the university, using the tools resulted from this thesis.
- ✓ Creating a core of local experts within the Directorate of Quality Assurance of LBUS that can provide training and consulting programs for the implementation of the integrated management systems within other Universities and/or within other organizations.
- ✓ The introduction of specific quality assurance activities across all projects (internal, national and international) developed within the University by implementing a procedure within the existing SMI in LBUS, so that the results of the specific activities should lead to:
 - The expansion of the POMADESUS data base with data related to the projects undergoing or completed within ULBS
 - The expansion of the POMADESUS knowledge base by adding basic rules of project management, which should be later completed with facts due to unexpected situations that some projects undergone within the University have experienced during their lifecycle.
 - The expansion of the POMADESUS model base both with models related to specific processes of quality, project and knowledge management, and with models related to the decisions and their consequences in order to improve the decision making process for the POMADESUS users.

7. BIBLIOGRAPHY

Approximately 450 bibliographic titles used during the doctoral internship in order to develop the research reports and the doctoral thesis are listed in the bibliography.

8. ANNEXES

This chapter contains 6 annexes:

- 8.1.** The analysis of the projects developed within LBUS.
- 8.2.** Report of administrative-support structures.
- 8.3.** Questionnaire for gathering data on the leading and teaching structures.
- 8.4.** Questionnaire of administrative-support structures.
- 8.5.** Glossary of specific terms.
- 8.6.** List of published papers.

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