







for foreign languages, especially English, as well as for all other courses that are organized in several study programs on different faculties. It is important to emphasize that this does not mean that all of the teaching staff who are employed for teaching Mathematics outside the UB-FM will become jobless, and that their positions and responsibilities will be taken by teaching staff from the UB-FM. This process of organizational changes would be done in several stages, and one model could look like this:

- Establishing a direct link between the departments of Mathematics at the UB faculties with the UB-FM;

- Analysis of the current curriculums and the need for learning outcomes of Mathematics at different UB faculties;

- The creating of super department and specialized departments;

- Development of curriculums for the new courses in Mathematics;

- Analysis of the workload that is required to handle all faculties and

- Assignment of teaching staff departments according to their specialties.

After a while, human resources analysis should be performed to demonstrate whether and to what extent there is a surplus or a shortage of employees. One possible approach is described in the analysis of options for restructuring public companies [6]. If the results show that there is a surplus of employees, some of the possible next steps (postponement of promotion, freezing of recruitment for a certain period or downsizing) can lead to resistance and declining productivity of employees. Instead of firing the staff, the solution may be in increase of productivity by making smaller groups of students. Reducing the number of students in the group and the number of students for which one teacher is in charge leads to a significant increase in learning outcomes [7].

Central management at the UB should take a role of a broker who would carry out coordination of cooperation within the network, providing a functional frame for establishing and maintaining relationships through the provision of bureaucratic regulations that will motivate them for mutual cooperation instead of burdening the members.

If we return to our example of organizing courses of Mathematics, an additional argument for outsourcing may be that the UB placed among 150 universities in the world in the field of Mathematics,

two years in the row (2014-2015), on the widely popular Academic Ranking of World Universities (ARWU) also known as Shanghai ranking, which is a lot better position than the overall ranking position of the UB on the ARWU (between 200th and 300th position in 2016). Although the race for better ranking in world rankings should not be the goal of the universities from the RS [8], if we take this data as a relevant measure of success of a university, this fact positively distinguishes scientific work in the field of Mathematics at the UB. The formation of super departments and specialized departments would also greatly benefit the students. The quality of teaching could be more standardized through member faculties granting them better learning outcomes which should in addition be of great use for their future employers and economy in total. Furthermore, it is necessary to continuously adapt the education system needs of permanent diversification in the economy and society, and adequate solution to the problem what kind of qualifications should be given to people, how many experts and what kind of expertise they required a particular country. The emerging academic field focused on sustainability has been engaged in a rich and converging debate to define what key competencies are considered critical for graduating students to possess [9]. If the educational system is not aligned with the needs of the economy and the market, and if this is not expected in long period of time, it will not be able to create the knowledge necessary for development [10].

#### **4 Problems with changing an organizational structure**

An organizational structure allows information to flow to different parts of faculties and becomes the framework for entire university. When universities are trying to change an organizational structure, they are facing many difficulties and obstructions, because in majority of cases, especially in cases of universities with longer history, current organizational structure was not designed but rather developed ad hoc over time. It is wise to be proactive when it comes to changing the organizational structure, but even then, the process will encounter various problems.

Problems with changing an organizational structure include:

- Communication - Part of the purpose of a strong organizational structure is to facilitate smooth communication within departments and from one department to another. When organization (such as



