O3-A1 Curriculum Developed for Graduate Internship Programme in Lithuania

Erasmus+

GRADual

This document was prepared within the framework of the Strategic Partnership project "GRADual: Increasing Students/Graduates Employment Readiness" (no. 2014-1-LT01- KA203-000645). The project is supported by the Erasmus+ programme which is executed in Lithuania by the Education Exchanges Support Foundation.

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1. FRAME OF REFERENCE AND BACKGROUND INFORMATION

This document collects the final results of the intensive training of teaching staff from Lithuanian universities on curriculum development of the graduate internship scheme to be designed in the framework of the Erasmus+ Strategic Partnership GRADual. [1]

The one-week training, held in Vilnius in April 2016, began with a full-day session in which participants received comprehensive knowledge of the GRADual project objectives and activities (including a review of the *GRADual Guidelines on Establishing and Effectively Running Student/Graduate Internship Programmes* and of the survey carried out amongst Lithuanian industrialists on student and graduate employment readiness). Participants were also given the opportunity to become acquainted with different good practices from which to learn from, in particular those developed by GRADual partner Fundación Universidad-Empresa (FUE).

The information shared provided participants with the tools required to reach the goals set out for the intensive training, in other words, to discuss, evaluate and agree upon the structure and contents of a future graduate scheme to be developed by Lithuanian universities combining in-company internships with an academic programme geared to improve their employability and employment readiness as per the above-mentioned guidelines and needs identified by the business sector, and with a special focus on entrepreneurship, innovation and creativity.

In this context, GRADual partner Universidad Camilo José Cela (UCJC) led the remaining sessions of the intensive training, presenting an initial proposal for programme structure and syllabus. Each of the proposals was discussed in-depth and relevant feedback was supplied by participating lecturers on issues such as: general programme structure; identification of relevant subjects and course content; distribution of ECTS credits and hours of instruction; teaching methodologies; expected learning outcomes; identification of competences to be acquired; etc.

The debates held over the course of the one-week training concluded with a final programme proposal, which was later developed by GRADual's partner universities in Lithuania, under the coordination of UCJC.

The general programme structure, syllabus and detailed course descriptions are presented below.

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[1]   The GRADual Strategic Partnership and Project – Increasing Students/Graduates Employment Readiness18 – aims at maximising intermediary organisations' role in terms of innovative and cost-efficient services provided touniversities and business for improving student and graduate employment readiness through quality internships schemes.

The Strategic Partnership involves 3 intermediary organisations providing services to universities and business in Lithuania, Spain and Scotland (Lithuanian Confederation of Industrialists; Fundación Universidad-Empresa, and The Saltire Foundation), 6 universities partnering with the intermediaries (Kaunas University of Technology, Kaunas Vytautas Magnus University, Klaipeda University, Vilnius Gediminas Technical University, and Vilnius University from Lithuania; and Universidad Camilo José Cela from Spain), and a high impact Lithuanian NGO (Global Lithuanian Leaders) connecting international professionals.

2. GRADUATE PROGRAMME STRUCTURE

In line with the results of the work carried out in the previous stages of the GRADual project, it was decided that the graduate internship programme to be implemented by participating Lithuanian universities, in partnership with the intermediary organisation Partners 4 Value (Lithuanian Confederation of Industrialists), should entail a total of 1500 hours, to be distributed as follows:

PRACTICAL TRAINING
(1170 hours)

9 month in-company internship with a pre-established learning itinerary defined by the company tutor and validated by the university tutor.

Internships will be full-time, as per the host company's established working hours.

Host companies must agree and commit to giving participating graduates the necessary "leave time" for attending scheduled in-classroom activities at the University.

ACADEMIC PROGRAMME
(330 hours)

Academic training structured in two learning modules focused on:
– Personal and Professional Skills
– Business and Management

The modules will contain different learning units which may have a duration of 10, 15, 25 or 75 hours.

The learning units may include both online and in-classroom activities.

For online instruction and activities, it is recommended to develop a platform where students may download learning materials; upload excercises, papers and projects: maintain contact with course lecturers and academic tutors; interact with other students from the programme; etc.

In-classroom instruction and activities (lectures, lections, workshops) may either be programmed:
- throughout the 9 month internship period, in the afternoon/evening (Monday through Friday) in order to interfere as little as possible with in-company internship work hours.
- throughout the 9 month internship period, following an executive learning model (Friday afternoon/evening and Saturday morning).

3. ACADEMIC PROGRAMME SYLLABUS

During the intensive training held in Vilnius, UCJC proposed and presented a total of 24 possible learning units to be distributed in two modules focused on Personal and Professional Skills and Business and Management.[2]

All units were discussed and evaluated in-depth by the participating lecturers, taking into account issues such as: adequate matching of subjects with identified needs of Lithuanian employers; adequate balance between the two learning modules; recommended teaching methodologies; recommended course duration; specific know-how and resources available at participating partner universities.

As a result, some units were accepted (with more or less modifications), others were rejected, some were combined, and others were proposed and accepted ex novo.

Final content and course distribution of the modules includes the following 22 learning units:

Module 1 Personal and Professional Skills (150 hours)		Module 2 Business and Management (180 hours)	
Learning Unit	**Duration**	**Learning Unit**	**Duration**
Access for Business	10 hours	Business Finance	10 hours
Business Communications	15 hours	Business Law	10 hours
Career Development	10 hours	Business Models	10 hours
Creativity	10 hours	Business Plan	75 hours
Emotional Intelligence	10 hours	Corporate structure, organization, business ethics and corporate social responsibility	15 hours
Excel for Business	10 hours	Human Resources Management	10 hours
Leadership	10 hours	Marketing and Communications	15 hours
Management Skills	25 hours	Project Management	15 hours
Personal Development	10 hours	Results based Management	10 hours
Presentations & Public Speaking	10 hours	Work based (integrated) learning	10 hours
Self Motivation and Management	15 hours		
Team Working	15 hours		

Specific contents of the learning units were then designed by the professors and lecturers from each of the GRADual partner universities and coordinating institution listed in Annex 2.

A complete and detailed description of each of the learning units may be found in Annex 1 (Curriculum developed for graduate internship programme in Lithuania) of this document. Information provided includes:

- Course identification (name, code, level, ECTS credits, language of instruction, assessment form)
- Course annotation
- Aims and objectives
- Expected learning outcomes (knowledge, understanding, special professional skills and competences)
- Transversal and specific competences to be acquired/reinforced
- Teaching methods recommended
- Teaching materials and resources
- Recommended reading list for students
- Schedule

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2 See GRADual document "O2-A2 Peer learning materials on Development of Curriculum for Graduate Schemes".

4. PROPOSED PROGRAMME CALENDAR

As mentioned above, academic activities associated to the GRADual internship scheme for graduates will be both online and in-classroom and should be programmed to interfere as little as possible with in-company internship work hours. This may be done in one of two manners throughout the 9 month internship period:

- in-classroom activities in the afternoon/evening (Monday through Friday);
- in-classroom activities on Friday afternoon/evening and Saturday morning (following an executive learning model).

It is also important to guarantee a good monthly balance between learning units from both modules and to ensure a similar academic workload throughout the programme.

With these variables in mind, the GRADual team proposes the following calendar:

Month 1 *35 hours*	Work based (integrated) learning *10 hours*	Corporate structure, organization, business ethics & corporate social responsibility *15 hours*	Excel for Business *10 hours*
Month 2 *35 hours*	Self Motivation and Management *15 hours*	Business Law *10 hours*	Access for Business *10 hours*
Month 3 *45 hours*	Emotional Intelligence *10 hours*	Business Finance *10 hours*	Management Skills *25 hours*
Month 4 *40 hours*	Team Working *15 hours*	Human Resources Management *10 hours*	Business Communications *15 hours*
Month 5 *35 hours*	Creativity *10 hours*	Marketing and Communications *15 hours*	Results based Management *10 hours*
Month 6 *35 hours*	Leadership *10 hours*	Business Models *10 hours*	Project Management *15 hours*
Month 7 *35 hours*	Presentations and Public Speaking *10 hours*	Business Plan *75 hours*	
Month 8 *35 hours*	Personal Development *10 hours*		
Month 9 *35 hours*	Career Development *10 hours*		

(left vertical label: Internship)

Internship	Module 1	Module 2

5. FINAL OBSERVATIONS

The proposal set forth in this document, together with the information included in other documents and materials produced in the framework of the Erasmus+ Strategic Partnership GRADual3, is the first "building block" or "foundation" upon which to build an innovative internship scheme for Lithuanian graduates in which in-company learning and experience is complemented by an academic programme geared to improve their employability and employment readiness.

As such, it is meant to be used as a working guideline document by academic authorities of the five participating universities (Kaunas University of Technology, Kaunas Vytautas Magnus University, Klaipeda University, Vilnius Gediminas Technical University, and Vilnius University) and representatives of the intermediary organisation Partners 4 Value (Lithuanian Confederation of Industrialists), when negotiating, planning, designing and coordinating the final programme to be put in place.

Additionally, given their key role in the effective launching of such a scheme, it is recommended that business representatives, employers and policy makers at the national level (Ministry of Education, for example) also consult the information included in the GRADual documents and provide constructive feedback which may enrich the project and contribute to its success and sustainability.

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3   GRADual Guidelines on Establishing and Effectively Running Student/Graduate Internship Programmes; Industrial Purchasing Managers Index: Students/Graduates Employment Readiness Analysis; learning materials and good practice presentations elaborated for use in the GRADual training events.

6. ANNEX I: CURRICULUM DEVELOPED FOR GRADUATE INTERNSHIP PROGRAMME IN LITHUANIA

Access for Business

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Project, Presentation, Test …

Course Annotation:

The main purpose of this unit are to improve students knowledge and skills in information technology focusing on the requirements of the computer user and teach to use Microsift Access for professional tasks solving. Microsoft Access is a powerful visual tool for designing and developing database applications. This hands-on course provides experience with the features and functionalities of Microsoft Access.In this course students will learn how to design and create tables for a new database. Students will learn how to construct these tables in the database and link them with primary key fields. Students will be shown how to create the relationships between the tables and how to extract information from them using queries. This course will also review keyboard shortcuts which help students work faster by relying more on the keyboard. This course will be of great interest to all business, finance and IT professionals who create and work with databases. Students will see how creating a database makes handling data much easier and students will be able to maximise the functionality of the data and reduce data redundancy.

Aims and Objectives:

Learning unit "Access for Business" will provide students with the skills and knowledge sufficient to be able to create database systems, enter, edit and delete data in database files, produce information in forms and reports and generate queries on the data.

Course objectives:

- Explain database terminology
- Define data types when applied to Access
- Examine relational databases
- Discuss database planning
- Create tables using Application Parts, Quick Start and Table Design
- Define primary keys
- Apply Lookup Multi-Value and Calculated fields
- Modify input masks
- Use validation rules
- Employ referential integrity
- Explain forms and their uses
- Create forms using Form, Split Form and Form Wizard
- Explain queries
- Create queries using Query Wizard and Query Design
- Create reports using Report and Report Wizard

Expected Learning Outcomes:

Knowledge:
- Knows how to plan database good design;
- Knows about primary keys and data types;
- Knows how to set referential integrity;
- Knows about different types of forms in different ways;
- Knows how to work with online databases;
- Knows how to work with security protocols.

Understanding:
- Understand how to navigate in Microsoft Access;
- Understand how to use database templates;
- Understand how to work in different types of view;
- Understand how to use keyboard shortcuts and access keys.
- Understand how to use input masks, validation rules or indexed fields.
- Understand how to print and preview forms and reports.

Special professional skills and competences:
- Able to build a Microsoft access database;
- Able to create tables based on user requirements;
- Able to import data from multiple different sources;
- Able to create relationship between tables;
- Able to create different types of forms;
- Able to create queries and lookup fields;
- Able to create reports for your databases;
- Able to create and publish web databases.

Transversal and Specific Competences to be acquired / reinforced:

By the end of this unit students will be able to acquire specific competences:
- Understand how Access is used and how to navigate around it.
- Design a database with lookup tables.
- Create a database structure using Access.
- Modify the structure of an existing table.
- Add records to a new table.
- Add transactional records to a lookup database.
- Work with the records in a database table.
- Sort and filter records in a table.
- Create simple and effective queries.
- Create meaningful reports from tables.
- Create and use forms.

Teaching Methods Recommended:

1. Application of special software packages
2. Exercise classes
3. Practical exercises (tasks)
4. Video tutorials

Teaching Materials and Resources (EN, LT):

- Video tutorials of each learning unit topic.
- Books about Microsoft Access.
- Tasks for practical exercises.
- Practice files for exercises.
- Free Online Resources.

Recommended Reading List for Students (EN, LT):

- Lisa Friedrichsen. Duomenų bazių kūrimas ir valdymas. Microsoft Access (2007, 2010 ir 2013). Leidėjas: Žara. Išleidimo metai: 2013 Puslapių sk.: 250. ISBN: 9789986342892
- E.Zacharovienė, R. Laurikietytė, S. Glinskienė. Duomenų bazių kūrimas MICROSOFT OFFICE ACCESS 2007. Leidykla:KTU leidykla „Technologija". Leidimo metai:2011. Puslapių sk.: 220. ISBN: 978-609-02-0245-6
- Microsoft Access 2013. Step by Step. Publisher: Microsoft Press. Date 2013. Pages: 448.
- Access 2013: The Missing manual. Publisher: O'Reilly Media.Final Release Date: April 2013 Pages: 866
- Larry Rockoff. Data Analysis with Microsoft Access 2010: From Simple Queries to Business Intelligence. Date: 07-Nov-2011. Publisher: Delmar Cengage Learning. Pages: 400.ISBN-10: 1435460103
- Access Žinynas: *https://support.office.com/lt-lt/article/Access-%C5%BDinynas-29d7b83c-3b06-41ca-b38b-483b6d5efb1b?ui=lt-LT&rs=lt-LT&ad=LT*
- *Microsoft Access* Tutorials - Databases - About.com: *http://databases.about.com/od/tutorials/*
- Access help - Office Support: *https://support.office.com/en-us/article/Access- help-29d7b83c-3b06-41ca-b38b-483b6d5efb1b*

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Introduction to Access	Lector	Exercise classes, 1hour
2	Exploring Access	Lector	Exercise classes, 45m
3	Creating a Database and Tables	Lector	Exercise classes, 1hour 30m
4	Importing and Exporting Data	Lector	Exercise classes, 30m
5	Modifying Table Design	Lector	Exercise classes, 45m
6	Advanced Table Design	Lector	Exercise classes, 1hour
7	Working with Forms	Lector	Exercise classes, 1hour 15m
8	Querying Data	Lector	Exercise classes, 1hour 45m
9	Working with Reports	Lector	Exercise classes, 1hour 15m
10	Security and Sharing Data	Lector	Exercise classes, 15m

Business Communication

Language of instruction: English, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1,5 ECTS

Assessment form: Presentation, Test

Course Annotation:

Effective business communication skills are essential in a carrier of any specialist. Recently they are often at the top of the list of qualities demanded by employers.

Participants will learn models for effective, assertive communication and non-verbal communication. Students will learn how to use of appropriate language and tone, how to plan a communication and the forms of verbal and written communication. Also face-to-face communication will be covered: how to communicate effectively by phone, how to improve your listening skills. Students will be acquainted with how to communicate effectively online focusing on email, texts, social media. They will study about the tools for building a professional image, personal branding. Students will practice how to adapt their communication approach to different business situations and audiences.

Aims and Objectives:

- To get acquainted with the modern requirements of professional etiquette and the importance of building and maintaining business relationships;
- To development a personal and corporate image by improving the competence of communication with customers;
- To introduce effective telephone conversation schemes and provide practical telephone communication skills; to introduce electronic communication rules, to discuss the importance of communication means of personal and corporate image

Expected Learning Outcomes:

Knowledge:

- Defined main factors of successful business meeting and demonstrated representation and introduction skills;
- Defined nonverbal communication and demonstrated positive gestures during the business conversation;
- Demonstrated ability to craft professional email messages that are clear and courteous;
- Demonstrated ability accept visitors and create constructive personal impression during business meetings;

Understanding:

- Described importance of clothing in communication, modern men and women business dress-code requirements, and being able to create their own business image;
- Created professional social media profile;
- Described the corporate image forming means in media;
- Described importance of corporate image in media for communication with customers;
- *Special professional skills and competences:*
- Defined requirements of modern etiquette for the phone call, demonstrated improved phone speaking techniques;
- Being aware of the basic principles of communication with media.

Transversal and Specific Competences to be acquired / reinforced:

Ability to communicate in writing and orally face to face and in a team; Ability to solve conflicts.

Assessment Criteria:

- The knowledge of theoretical aspects of importance of business communication, meetings' protocol, formal attire, phone and E-Mail communication, personal branding in social media, conflict management.
- The additional knowledge, acquired during the individual studies in women and men outfits.
- The ability to use knowledge practically in the area of phone and E-Mail communication, personal branding in social media, conflict management.

Teaching Methods Recommended:

Interactive lecture, video presentation, discussion, roll-play, case study, group work.

Teaching Materials and Resources (EN, LT):

- PowerPoint presentations of lectures
- Videos
- Study cases

Recommended Reading List for Students (EN, LT):

- Articles on business communication. *http://managementstudyguide.com/business-communication-ar*
- Becky Rupiper-Greene - Professional Image. *https://www.youtube.com/watch?v=gUPYyLGXFGs&list=PLcbDqlv1SeFCXq8ZVaq7LXqatxmoi6S-R*
- Bielinis L.(2005). Visuomenė, valdžia ir žiniasklaida. Prieštaringa komunikacinė simbiozė.
- Body Language. The Ultimate Guide. *https://www.youtube.com/watch?v=ODx5RXnQnas*
- Bonneau E. (2008).Šiuolaikinis etiketas. Vilnius.
- Collins J. (2001). Kaip įtaigiai kalbėti ir veikti auditoriją: tobulesnio mąstymo ir darbo būtinasis vadovas,
- Exploring non verbal communication. *http://nonverbal.ucsc.edu/*
- Foster D. (2004).Europos šalių etiketas. Vilnius.
- Hopkins, J. (2011). Menswear. Lausanne: AVA Academia, p. 199.
- Jasilionytė A. (2008). Dalykinės išvaizdos vadovas. Vilnius: AJ IMAGE GROUP, 408 p.
- Kurgonienė, B. (2011). Organizacijos lyderio kišeninis vadovas:patarimų ir instrukcijų knyga visais gyvenimo atvejais. Vilnius: Andrena. 536 p.
- Lydeka, A. (2009). Protokolas: elgesio taisyklės. Vilnius: Eugrimas, p. 518. ISBN
- Make Body Language Your Superpower. *https://www.youtube.com/watch?v=cFLjudWTuGQ*
- Men's Dress Codes | Social Dress Codes for Men. *https://www.youtube.com/watch?v=DwZNCRxmiLM*
- Pease, Allan. (2003). Kūno kalba, Vilnius.
- Račelytė, D. (2009). Konfliktų studijų pagrindai: vadovėlis. Vilnius: Mykolo Romerio universiteto Leidybos centras, p. 307.
- Robert M. Krauss, Yihsiu Chen, Purnima Chawla.Nonverbal behavior and nonverbal communication: What do conversational hand gestures tell us? *http://www.columbia.edu/~rmk7/PDF/Adv.pdf*
- Salome J., Galland S. (2013). Bendravimo menas, Vilnius.
- Sederevičiūtė Ž. (2004).Etiketas kiekvienai dienai. Vilnius.
- Ulevičius L. (2006). Kaip tapti žinomam: etiški ryšiai su visuomene. Vilnius.
- Warren K. Agee, Philip H. Ault, Glen T. Cameron, Dennis L. Wilcox. (2007). Ryšiai su visuomene. Vilnius.
- What is business attire. *http://humanresources.about.com/od/glossaryb/g/what-is-business-attire.htm*

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	The importance and types of business communication in your carrier	Lector	Lection, 1 hours
2	Meeting Etiquette: creating an effective introduction	Lector	Lection, 1,5 hours
3	The importance and ways of non-verbal communication	Lector	Lection, 1,5 hours
4	Professional Image and Attire	Lector	Lection, 1,5 hours
5	Communication by telephone and by e-mail	Lector	Lection, 1 hours
6	Etiquette in stressful situations. Conflicts solutions	Lector	Lection, 1,5 hours
7	Communication with the media Personal branding in social media	Lector	Lection, 2 hours

Business Finance

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

PS/MU credits: 1 ECTS

Language of instruction: <u>English</u>, Lithuanian

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

Assessment form: Theory, <u>Project</u>, Presentation, <u>Test</u> …

Course Annotation:

This course introduces the student to the fundamentals of business finance. The course requires an understanding of mathematics as well as economic concepts and accounting principles. The course is corporate-oriented with emphasis on practical applications and problem solving techniques. The primary objective is to provide the student with the tools to understand and solve the basic financial problems confronting business today. The topics covered include firms' cash flow management, valuation of assets, capital budgeting techniques, capital structure theory and dividend policy assessment. The application of the topics to international markets will be made whenever possible.

Aims and Objectives:

To develop theoretical and practical financial management skills including:
- firms' cash flow planning;
- valuation of financial assets;
- capital budgeting;

Expected Learning Outcomes:

- Understand basic types, goals, and implications of financial management and the role of the financial decision-maker in the business process.
- Understand how firms decide to commit capital and its impact on cash flow.
- Understand the different criteria used to evaluate proposed investments (e.g., net prespresent value, profitability index, payback period).
- Determine the cost of capital, and understand and apply the concepts of the weighted cost of capital.
- Recognize and understand the elements of optimal capital structure, the effects of financial leverage, bankruptcy, and the role of taxes.

Transversal and Specific Competences to be acquired / reinforced:

- Understand the dynamics of behavioural finance and its influence on individual and corporate financial decision-making (e.g., the impact on heuristics).
- Understand derivatives in the context of corporate finance.

Assessment Criteria:

- The knowledge of theoretical aspects of business finance.
- The additional knowledge, acquired during the individual studies at home.
- The ability to use knowledge practically in the area of financial management.

Teaching Methods Recommended:

The whole course is based on a case study analysis method.

Teaching Materials and Resources (EN, LT):

- Case study text
- Calculator (HP 12c Platinum is strongly recommendable)
- Laptops or IPads

Recommended Reading List for Students (EN, LT):

- Damodaran, A., Investment Valuation, John Wiley & Sons, 2002.
- CFA : Corporate Finance and Portfolio Management, Wiley, 2015.
- Case study presentations.

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Cash Flow Valuation	Lector	Lection, 2 hours
2	Stock Valuation	Lector	Lection, 2 hours
3	Net Present Value and other Investment Criteria	Lector	Lection, 2 hours
4	Making Capital Investment Decisions	Lector	Lection, 2 hours
5	Financial Leverage and Capital Structure Policy	Lector	Lection, 2 hours

Business Law

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

PS/MU credits: 1 ECTS

Language of instruction: <u>English</u>, Lithuanian

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

Assessment form: Theory, Project, Presentation, Test …

Course Annotation:

Course Business Law prepared to provide theoretical and practical knowledge about main regulations for business activities. The outcome of the course shall be knowledge about operation of business: establishments (companies), main contracts, employment of people, protection of intellectual property etc. The skills shall be used to have legal backgrounds for operation of business in practice.

Aims and Objectives:

- Provide students with knowledge with backgrounds of legal regulation of business activities.
- Acknowledge students with practical implementation of business law rules.
- Give students competences to identify and solve problems individually.

Expected Learning Outcomes:

Knowledge:
Students will know the principles of legal regulation of separate areas of business law – companies, contracts, IP, social rules etc.

Understanding:
Students will identify the aims of legal regulation and understand principles of business law.

Special professional skills and competences:
Students will be able to solve practical issues (questions) arising in companies or other individual business activities.

Transversal and Specific Competences to be acquired / reinforced:

- Perceiving of practical problems
- Logical thinking
- Critical view to client's needs

Assessment Criteria:

- The knowledge of theoretical aspects of business law requirements.
- The additional knowledge, acquired during the individual studies of legal acts and court practice.
- The ability to use knowledge practically in the area of business law.

Teaching Methods Recommended:

- Lecture material presentation
- In-class discussions
- In-class case study analysis
- Practical exercise: paper work
- Self-study of reading materials

Teaching Materials and Resources (EN, LT):

- Course presentation
- Legal acts
- Practical examples

Recommended Reading List for Students (EN, LT):

- Internet resources.
- Case study presentations.
- Seminar materials.
- European Corporate Law. DORRESTEIJN, Adriaan, et al. Alphen aan den Rijn: Kluwer Law International, 2009.
- Intellectual Property. BAINBRIDGE, D. I. 6th ed. Harlow: Pearson Longman. 2007.
- Relevant court practice.

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Corporate law	Lector	Lection, 2 hours
2	Contracts	Lector	Lection, 4 hours
3	Intellectual property	Lector	Lection, 2 hours
4	Employment law	Lector	Lection, 2 hours

Business Models

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Presentation, Seminars.

Course Annotation:

During this course "Business models", students will examine the key potential business models for both the end user and business markets and will acquire skills to identify an appropriate distribution channel, thereby creating a sustainable competitive advantage in global markets, and will be able to make solutions for them to maintain.

Aims and Objectives:

- Understand the main types of business models and their effective operation principles.
- Acquiring knowledge to create business solutions' competitive advantages and to be able to timely respond to changing market needs.
- To be able to make the right decisions in terms of global business.

Expected Learning Outcomes:

Knowledge:
Get knowledge on different business models concepts, methods on how to identify particular business model, be able to make targeting of potential clients/customers, get knowledge on distribution channels methodology and new product development tools to reach global customers.

Understanding:
Understand major business models concepts; Understand product life-cycle stages and select most promising strategic solutions; Understand the new product development and how to create and sustain key competitive advantages for global marketplace solutions.

Special professional skills and competences:
Be able to analyse B2B and B2C models; Be able to identify global market opportunities; Understand the role of Key competitive advantages for particular business model; Be able to adapt product life-cycle strategy solutions for different businesses, Be able to make right decisions on distribution channels choices.

Transversal and Specific Competences to be acquired / reinforced:

- Chosen business model reasoned presentation and ability to define target customers.
- Ability to create and sustain key competitive advantages for particular business new product development.
- Ability to adopt most effective global business models rules to more local business environment.
- Knowledge on managing distribution channels for delivering customer value.

Assessment Criteria:

- The knowledge of theoretical aspects of B2B and B2C models.
- The additional knowledge, acquired during the individual studies in particular business model through the chosen distribution channel.
- The ability to use knowledge practically in the area of real business model case and make the right decisions in terms of global business.

Teaching Methods Recommended:

Lections and seminars. During lections the theory and methodology will be explained and discussed. During seminars case studies, business model, real examples will be discussed.

Teaching Materials and Resources (EN, LT):

- Nielsen, Ch., Lund, M. (2013). The basics of Business models. (ebook at bookboon.com).
- Garlytska, D. (2015). Sustainable development and growth. S. Jokuzys Publishing-Printing House.
- Adams, D. (2012). 12 new rules B2B product launch (ebook at b2bproductlaunch.com)
- Armstrong, G., Kotler, Ph. (2012), Principles of Marketing Global Edition (14rd Eddition), Pearson Education Limited.
- Kotler, Ph.et al. (2003), Rinkodaros principai (3-ias leidimas), UAB "Poligrafija ir informatika", 2003.
- Czarniewski, S. (2014), "Communicating Customer Value Based on Modern Technologies", Central European Business Review.
- Crowther, D., Seifi, Sh. (2011). Corporate governance and International business. (ebook at bookboon.com)

Recommended Reading List for Students (EN, LT):

- Business models and marketing – Business to business marketing models. *http://cnx.org/content/m35356/1.4/*
- Business models and marketing – Identifying market needs. *http://cnx.org/content/m35351/1.4/*
- Baran, R., Zerres, Ch., Zerres, M. (2014), Customer Relationship Management.(eBook at bookboon.com)
- Machbeth, D.K. (2015). Strategic analysis of Supply chain Design. (ebook at bookboon.com)
- Case study presentations
- Seminar materials

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Consumer markets (B2C)	Lector	Lection, 2 hours
2	Business markets (B2B)	Lector	Lection, 2 hours
3	Creating competitive advantage	Lector	Seminar, 1,5 hours
4.	New product development and product life-cycle strategies	Lector	Seminar, 1,5 hours
5.	Distribution channels: delivering customer value	Lector	Lection, 1,5 hours
6.	The global marketplace	Lector	Seminar, 1,5 hours

Business Plan

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

PS/MU credits: 7,5 ECTS

Language of instruction: <u>English</u>, Lithuanian

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

Assessment form: Theory, Project, Presentation, Test …

Course Annotation:

Taking into account the peculiarities of contemporary business principles and analysing international business experience, the students are acquainted with business development and business idea generation processes, business forms, business funding opportunities, business plan contents, marketing strategy, evaluation of business risks, business projects, the latest business trends and business success stories. Students will gain knowledge on the steps before writing a business plan, business plan types, common business plan mistakes, main business plan elements and financial plan, how to attract funding with a help of prepared business plan. As a practical task, students will look for the successful business stories and prepare a business plan. They will learn how to present the prepared business plan to potential investors. After finishing this course, students are able to prepare independently a successful business plan.

Aims and Objectives:

- To provide knowledge about business plan goals and structure.
- To provide knowledge and understanding of financial calculations and funding opportunities.
- To develop abilities to prepare and present a business plan.

Expected Learning Outcomes:

Knowledge:
Will know the principles of business planning, the mechanisms of business development and business ideas generation.

Understanding:
Will understand the significance of a business plan and its value for new business ideas.

Special professional skills and competences:
Will be able to develop business plans, integrating innovation and new business ideas, business models and principles.
Will gain the abilities to apply knowledge in real business, rational planning of company resources in the design business.
Will be able to develop a business project work, to apply the principles of projective thinking.

Transversal and Specific Competencies to be acquired / reinforced:

Creativity, entrepreneurship, presentation and communication skills, organizational skills, teamwork, self-motivation.

Assessment Criteria:

- The knowledge of theoretical aspects of business plan goals and contents.
- The knowledge of theoretical and practical aspects of business plan financial calculations.
- The additional knowledge on how to find the funding opportunities and establish contacts.
- The ability to use knowledge practically in the process of business plan preparation.

Teaching Methods Recommended:

Lectures, discussions, seminars, demonstrations, problem-talk to the situation, individual and group work, case studies, work with scientific literature and sources.

Teaching Materials and Resources (EN, LT):

- Šapalienė, L., Valentukevičienė, S., Zakarienė, J. Verslo plano ekonominių skaičiavimų pagrindai, mokomoji knyga. Vilnius: Ciklonas, 2014. 152 p.
- Bagdžiūnienė, V. Įmonių veiklos planavimas ir analizė: esmė ir verslo situacijos. Vilnius: Conto litera, 2011. 178 p.
- Barrow, C., Barrow, P., Brown, R. The Business Plan Workbook: A Practical Guide to New Venture Creation and Development. Kogan Page, 2015. 350 p.
- Shelton, H. The Secrets to Writing a Successful Business Plan: A Pro Shares a Step-By-Step Guide to Creating a Plan That Gets Results. Summit Valley Press, 2014. 224 p.
- Sahlman, W. A. How to Write a Great Business Plan (Harvard Business Review Classics). Harvard Business Review Press, 2008. 72 p.
- Lawrence, S., Moyes, F. 2004. Writing a Successful Business Plan. Regents of the University of Colorado. 34 p.
- Sutton, G. 2012. Writing Winning Business Plans: How to Prepare a Business Plan that Investors Will Want to Read and Invest In. RDA Press, LLC. 210 p.
- A Guide to the Project Management Body of Knowledge (PMBOK). 5 ed. PMI, New York, 2013.

Recommended Reading List for Students (EN, LT):

- Schafer, J. 2014. The Coffee Shop Business Plan: How to Open a Coffee Shop and Ensure it's Successful, Popular, and Profitable. E-book. 25 p.
- Guillebeau, Ch. 2012. The $100 Startup: Reinvent the Way You Make a Living, Do What You Love, and Create a New Future. Crown Business. 304 p.
- Genadinik, A. 2015. Business plan template and example: how to write a business plan: Business planning made simple. CreateSpace Independent Publishing Platform. 44 p.
- Abrams, R. 2014. Successful Business Plan: Secrets & Strategies (Successful Business Plan Secrets and Strategies). Planning Shop. 464 p.
- Gadsen, B. 2015. Business Plan: Best Proven Techniques to Writing a Successful Business Plan to Maximize a Profitable Business. E-book. 134 p.
- La Piana, D., Gowdy, H., Olmstead-Rose, L., Copen, B. 2012. The Nonprofit Business Plan: A Leader's Guide to Creating a Successful Business Model. Fieldstone Alliance. 176 p.
- Entrepreneur.com. Business Plans: A Step-by-Step Guide: *https://www.entrepreneur.com/article/247574*
- Wichmann, J., Dorn, Th. 2014. CC428 Achieving Success with a Business Plan: Case Study of a Diversified Farm Business Plan: *http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=4472&context=extensionhist*
- Foodtruckempire.com. 2013. How to Write a Food Truck Business Plan (Case Study): *http://foodtruckempire.com/podcast/business-plan/*

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	What students have to know before writing a business plan	Lector	Lection, 4 hours
2	Starting a business plan: setting the business plan goal	Lector	Lection, 4 hours
3	Executive summary: most important part of a business plan	Lector	Lection, 2 hours
4	Separate business plan elements	Lector	Lection, 6 hours
5	Financial plan and assessment of risks	Lector	Seminar, 6 hours
6	How to attract investors and funding	Lector	Lection, 4 hours
7	Practical part: writing a business plan	Lector Students	Seminar, 20 hours Student presentations, 2 hours

Career Development

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-KTU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Project, Presentation, Test, Essay.

Course Annotation:

Abilities of career management are necessary for an individual in order to adapt successfully to the rapidly changing labour market environment. Therefore, the ability to cognize oneself, to raise long-term goals and seek them consistently, to purify priorities, to balance personal and professional life, to develop practical skills of job search, portfolio preparation and to adapt to the new job position by avoiding stress and conflicts is very important for future specialists.

Aims and Objectives:

The aim of this module is to link the theory of career planning, personal development, decision making, critical thinking and reflective practice that one may design and develop an individual career plan.

Objectives:
- To form practical abilities to cognize oneself by defining strengths and weaknesses in the context of career;
- To form practical abilities to analyse career opportunities;
- To form practical abilities to create career strategy and goals;
- To form practical abilities to prepare job search documents;
- To form practical abilities to negotiate with employer;
- To form practical abilities to adapt to a new working environment.

Expected Learning Outcomes:

Knowledge and Understanding:
- To understand contemporary concept of career;
- To understand and apply theories relating to career management when making career decisions;
- To identify, select and make effective use of relevant current careers information resources to manage career in practice

Special professional skills and competences:
- To identify and demonstrate own skills, interests and motivations in the context of career decision making;
- To evaluate how personal priorities and constraints may affect career decisions;
- To identify and research different sources of career information and recruitment methods used by employers;
- To formulate a strategy needed to achieve career goals;
- To recognise and demonstrate what makes an effective application;
- To develop skills of writing effective applications and performing at interview;
- To gain skills for emotional self-control and stress management during the period of career changes.

Transversal and Specific Competences to be acquired / reinforced:

Transferable skills: communication, information communication, teamwork, problem solving, systemic and critical thinking.

Assessment Criteria:

- The understanding of the modern concept of career (Essay).
- The update knowledge about current situation and future tendencies in the labour market within graduate's field (Presentation).
- The ability to use knowledge practically in forming job search portfolio: curriculum vitae, motivation letter and LinkedIn profile (Portfolio).
- The knowledge of discrimination forms and legal acts related to this issue (Case study).

Teaching Methods Recommended:

Lectures, discussions, case studies, individual analysis of research literature, role play, video training, group work.

Teaching Materials and Resources:

- Friedman, A. L. (2013). Continuing professional development: Lifelong learning of millions. Routledge.
- Petkevičiūtė N. (2006). Karjeros valdymas. Kaunas: VDU leidykla
- Chreptaviciene, V., & Starkute, J. (2015). The Model of Cohesions between Career and Competence. Engineering Economics, 21(5).
- Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2009). Career management. Sage Publications.
- Talabi, M. (2011). 7 Keys to a Winning CV: How to Create a CV that Gets Results. Harriman House Limited.
- Bridges, W. (2004). Transitions: Making sense of life's changes. Da Capo Press.
- Chesebro, J. L. (2014). Professional communication at work: Interpersonal strategies for Career Success. Routledge.
- Hartung, P. J., & Subich, L. M. (2011). Developing self in work and career: Concepts, cases, and contexts. American Psychological Association.
- Hoschette, John A. (2010). The Engineer's Career Guide. ISBN 13: 9780470503508

Recommended Reading List for Students:

- World Economic Forum. (2016). The future of jobs: employment, skills and workforce strategy for the fourth industrial revolution. World Economic Forum, Geneva, Switzerland. *http://fortune.com/2016/02/20/7-trends-will-shape-your-professional-future/*
- Bill Clinton on life-long learning. *https://www.youtube.com/watch?v=L_nUOfaWEC4*
- Osoian, C., Zaharie, M., & Miron, A. (2011). Career Management Tools: Curriculum Vitae Design. Managerial Challenges of the Contemporary Society. Proceedings, 210.
- Career Planning Guide. *http://crmpubs.com/CGsFinal/VT_CPG15-16.pdf*
- Winning Job Search Case Study. *https://www.brantjobs.ca/winning-job-search-case-study.htm#.VzSXefmLTIU3*
- Top 20 Job Interview Questions and Answers. *http://jobsearch.about.com/od/interviewquestionsanswers/a/top-20-interview-questions.htm*
- Chesebro, J. L. (2014). Professional communication at work: Interpersonal strategies for Career Success. Routledge.
- Know your rights: protection from discrimination. *http://ec.europa.eu/justice/discrimination/files/rights_against_discrimination_web_en.pdf*
- Lietuvos Respublikos Lygių galimybiųįstatymas. *http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=222522&p_query=&p_tr2=*

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Analysis of Career Opportunities	Lector	Lecture, presentation, self-study
2	Career strategy implementation	Lector	Lecture, presentation, self-study
3	Adaptation to the new job position	Lector	Lecture, group work, self-study

Corporate Structure, Organisation, Business Ethics and Corporate Social Responsibility

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1,5 ECTS

Assessment form: Theory, Seminar, Team work paper

Course Annotation:

This course provides brief overview of main aspects of modern business by introducing to concepts of organization, its environments, design and structure, principles of manager's activities; overview of contents and methods used in planning, organizing, managing and controlling management functions; addressing to ethical issues in national, international and cross-cultural context of business and aspects of ensuring ethical conduct through organizational policies and socially responsible actions. It develops an effective combination of strong theoretical basis of corporate structure, management and business ethics knowledge, practical skills and critical thinking in the evaluation and implementation of various organizational and managerial processes, as well as transversal and specific communication, teamwork and creativity competences, that are integrated into all levels of course teaching methods, assignments and activities.

Aims and Objectives:

The course aims to familiarise students with modern organization by introducing concepts of organizational structure, culture and management, ethical aspects of managerial and business practices and raise students' awareness of socially responsible business.

Objectives of the course:
- To obtain the basic knowledge of corporate design and structure, corporate culture and develop practical skills of their identification and analysis in organizational context.
- To develop practical skills of the analysis of organization's internal and external environment.
- To gain the knowledge of roles, functions and styles of managers, the ability to identify and evaluate them, and develop skills of practical application of widespread methods used in the implementation of management functions.
- To gain the ability to identify and analyse ethical misconduct in the business environment, to think critically in the discussion of ethical aspects of business activity at different levels and processes that support ethical conduct.
- To be able to discuss the role of corporate social responsibility in business and analyse and develop methods of the implementation of corporate social responsibility practices in business environment.
- To understand ethical issues in international and multicultural business environment and recognize peculiarities of working in international and multicultural business context.

Expected Learning Outcomes:

Knowledge:
Students will master principles of corporate design, types of corporate structure and culture, managerial roles, contents of management functions and methods for their implementation, types and forms of ethical misconduct, methods for maintaining ethical conduct, forms of social responsibility in business, cross-cultural and ethical aspects of international business.

Understanding:
Students will be able to analyse organization's interaction with its environments, understand advantages and disadvantages of different corporate structures, peculiarities of corporate cultures and methods of culture change, understand the importance of managers, their roles and functions within an organization, assess the role of corporate social responsibility in business, analyse ethical issues and ethical dilemmas in national, international and cross-cultural business environment.

Special professional skills and competences:
Students will be able to perform organization's environment analysis, basic strategic analysis, planning, problem identification and decision making, identify conditions for corporate culture change, plan,develop and implement corporate social responsibility strategies in business context, assess international business environments in terms of ethical and cultural differences, perform critical analysis and report on various organization's management practices.

Transversal and Specific Competences to be acquired / reinforced:

Critical thinking: through the discussion on advantages and disadvantages of various methods and approaches in organizational context, the analysis of case studies of various issues in business and the evaluation of real-life business practices within the practical exercise.

Conflict management and problem solving: through designing responses to various organizational issues and developing directions for organization's improvement

Creativity, communication and teamworking: through group work in preparation of team homework assignments, working on the paper in practical exercise, participation in discussions, analysis of case studies in teams, development of new organizational activities and directions for organizational development and evaluation of each other's ideas and solutions.

Assessment Criteria:

- The knowledge of theoretical aspects of organizational environment and its analysis methods, types and peculiarities of corporate structures, types and processes of change of corporate cultures, contents and specific methods of planning, organizing, managing and controlling functions, types of ethical misconduct and methods for assuring ethical conduct, the concept of CSR, cross-cultural differences and ethical aspects of international business.
- The additional knowledge, acquired during the analysis of case studies, in-class discussions and games.
- The ability to use knowledge practically in the area of organization's environment analysis, basic strategic analysis, decision making, corporate structure design, analysis and report on various organization's management practices.

Teaching Methods Recommended:

- Lecture material presentation
- In-class discussions
- In-class case study analysis
- In-class games
- Homework team assignments
- Practical exercise: team paper work
- Self-study of reading materials

Teaching Materials and Resources (EN, LT):

- Griffin, R. W. (2010). Management. Cengage Learning. ISBN 1439080992
- Combe, C. (2014). Introduction to management. Oxford University Press. ISBN-10: 0199642990
- Schein, E. H. (2010). Organizational Culture and Leadership. 4th edition. John Wiley & Sons, ISBN 047064057X.
- David, F. R. (2011). Strategic management concepts and cases. Prentice Hall. ISBN 10: 0-13-612098-9
- Ferrel, O. C., Fraedrich, J., Ferrell. (2016). Business ethics: ethical decision making and cases. Cengage Learning, ISBN 1305856236.
- Additional reading materials covering specific themes within each topic (listed in Teaching Materials and Resources sections of every topic accordingly)
- Seminar materials (listed in Teaching Materials and Resources sections of every topic accordingly)

Recommended Reading List for Students (EN, LT):

- Griffin, R. W. (2010). Management. Cengage Learning. ISBN 1439080992
- Combe, C. (2014). Introduction to management. Oxford University Press. ISBN-10: 0199642990
- Schein, E. H. (2010). Organizational Culture and Leadership. 4th edition. John Wiley & Sons, ISBN 047064057X.
- Ferrel, O. C., Fraedrich, J., Ferrell. (2016). Business ethics: ethical decision making and cases. Cengage Learning, ISBN 1305856236.
- Seminar materials (provided in the class)

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Introduction: organization, management and business environment	Lector	Lection with integrated seminar, 2 hours
2	Hierarchy, corporate structures and corporate culture	Lector	Lection with integrated seminar, 2 hours
3	Management functions: planning, organizing, leading, controlling	Lector	Lection, 2 hours Seminar, 1 hour
4	Ethical misconduct in business, ethical decision making and ethical policies	Lector	Lection, 2 hours Seminar, 1 hour
5	Corporate social responsibility and sustainable development	Lector	Lection, 2 hours Seminar, 1 hour
6	Cross-cultural management and ethics	Lector	Lection with integrated seminar, 2 hours

Creativity

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VGTU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Project, Presentation, Test …

Course Annotation:

One of the most difficult tasks in business is to search new ideas and to realize them. This requires the ability to think creatively, to discover new solutions, to understand the forces distribution in current environment. Creativity is an effective resource that resides in all people and all organizations. The creative thinking is the main power of organization.

In lectures and seminars students analyze the concept of creativity, the expressions of creative ideas in the environment, art and household on scientific and consumer aspects. In learning process they test methodologies for generating creative ideas, analyze the appropriateness of them, take into account the basic idea and the factors of creative process. The students realize their emotionality, rationality, functionality, ergonomics, environmental, civic and innovation in the abundance of creative ideas.

In self-study time the students work on project: to value the unique possibilities of implementing ideas from concept selection to its commercialization and advertising. In the design process of individual and group creative ideas the students identify themselves as a creator and a significant part of a project team. It draws logical projections to design a student's professional career.

Aims and Objectives:

- Enable students to use multiple creative-thinking techniques and tools to generate ideas.
- Enable students to learn about creative ideas, their expressions, evaluation, selection and installation process using the projects.

Expected Learning Outcomes:

Knowledge:
Will know what the creativity and creative process is.
Will know how to identify and use multiple creative-thinking techniques to generate ideas.

Understanding:
Will recognize when and how creativity is stifled and be able to prevent this.
Will be able to build innovation and creative thinking into individual and teamwork processes.

Special professional skills and competences:
Will be able to critically assess their personal abilities and to improve upon them.
Will be able to organize the creative team responsible work of project approach and work on it.

Transversal and Specific Competences to be acquired / reinforced:

Create and edit new content; integrate and re-elaborate previous knowledge and content; update own and other's competence.

Assessment Criteria:

- The knowledge of theoretical aspects of creative process and creativity concept, the expressions of creative ideas in the environment, art and household on scientific and consumer aspects.
- The additional knowledge, acquired during the individual studies in work on project: to value the unique possibilities of implementing ideas from concept selection to its commercialization and advertising.
- The ability to use knowledge practically in the area of building working atmosphere, identifying and using multiple creative-thinking techniques to generate ideas.

Teaching Methods Recommended:

Lecture, seminar, discussion, brain storm, analysis analogues, mind map, Gordon method, project work, self-study, team work.

Teaching Materials and Resources:

- Mind map: to show the analysis of the ideas in art, science, household, and environment on scientific and consumer aspects.
- Analyse analogues: to look for similarities and differences of ideas, to discover the main idea, white and black side of this idea.
- Team work: to discuss about analogues and to discover the best idea.
- Presentation: to present the unique idea for sell.

Recommended Reading List for Students (EN, LT):

- Case study presentations.
- Seminar materials.
- Sawyer, R. Keith (2012). Explaining Creativity: the Science of Human Innovation. Oxford university press.
- Encyclopedia of creativity, invention, innovation and entrepreneurship (2013). Elias G. Carayannis editor. New York, NY : Springer.
- Mahon , N. (2011). Ideation. Lausanne: AVA Academia.
- Mallgrave, Harry F. (2011). The architect's brain: neuroscience, creativity, and architecture. Oxford: Wiley-Blackwell.
- Mandl, Christoph E. (2013). The œco-creative meeting: practicing consensual effectivity in organizations. Heidelberg : Springer.
- Kaufman, C. James (2009). Creativity 101. Springer Publishing Company, LLC.
- Sternberg, J. Robert; Grigorenko, E.; Singer, L. Jerome (2006). Creative ability. American Psychological Association.
- Weisberg, Robert W. (2006). Creativity: understanding innovation in problem solving, science, invention, and the arts. John Wiley and Sons, Inc., Hoboken, New Jersey.
- Gardner, H. (2011). Creating minds. Basic book: a Member of the Perseus Books Group New York.

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Creativity and Creative Process	Lector	Lection, 3 hours
2	Creative Ideas	Lector	Lection, 2 hours
3	The Assessment of Creative Ideas in Our Environment	Lector	Seminar, 5 hours

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Emotional Intelligence

PS/MU code: 2016–GP(ISCED-7+)-003a-VMU
Year, level, number-university

PS/MU credits: 1 ECTS

Language of instruction: <u>English</u>, Lithuanian

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

Assessment form: X1 – theory test, X2 – work in the seminar, X3 – self-study task

Course Annotation:

The course Emotional Intelligence is designed as an interdisciplinary module linking theoretical knowledge and practice from psychology and management. It explains how competencies of Emotional Intelligence could help in work environment especially for leadership development. It is also oriented towards practical skills development: personal assessment of Emotional Intelligence and plan how to improve particular competencies that were identified as opportunities to change. In order to achieve course objectives lectures, seminars and self-study are employed, theory and practice are combined.

Aims and objectives:

- to develop a practical understanding of the concept of Emotional Intelligence and its value to leadership development, daily communication practices at work
- to utilize personal assessment of Emotional Intelligence in order to identify individual strengths and opportunities to change
- to develop a personal EQ-in-Action Plan (how to improve in Emotional Intelligence)

Expected Learning Outcomes:

Knowledge:
To know the concept of Emotional Intelligence

Understanding:
To understand how Emotional Intelligence works in practice, especially in the leadership context

Special professional skills and competences:
To assess personal Emotional Intelligence and to develop individual EQ-in-Action Plan (how to improve in Emotional Intelligence)

Transversal and Specific Competences to be acquired / reinforced:

- Graduates' leadership capacity
- Better communication skills

Assessment Criteria:

- The knowledge of theoretical aspects of Emotional Intelligence.
- The additional knowledge of value of Emotional Intelligence to leadership development and daily communication practices in organization.
- The ability to use knowledge of Emotional Intelligence practically in the area of self-assessment and development planning.

Teaching Methods Recommended:

Lectures (instructing and discussions), seminars (debates, video film, reflections), self-study work (oral and written presentations, test).

Teaching Materials and Resources (EN, LT):

- Slides for the lecture about the concept of Emotional Intelligence - Primal Leadership: Realizing the Power of Emotional Intelligence by Daniel Goleman, Richard Boyatzis and Annie McKee, Harvard Business School Publishing, 2001.
- 2.Task for the seminar about the concept of Emotional Intelligence – debates on hot topic *http://worlddebating.blogspot.lt/*
- Slides for the lecture about Emotional Intelligence and leadership capacity - articles in the website Consortium for research on emotional intelligence in organizations. *http://www.eiconsortium.org/*
- Task for the seminar about Emotional Intelligence and leadership capacity - analysis of film: Emotional Intelligence: Leadership lessons from the movie "Lincoln". *http://wunderlin.com/emotional-intelligence-four-star-leadership-lessons-from-the-movie-lincoln/#.VyuFodJ97IU*
- Practical task for the students: self-assessment with free EQ quiz - *https://www.mindtools.com/pages/article/ei-quiz.htm*
- Requirements for self-study task (development of EQ-in-Action plan) will be based on the literature: Leedy, G., & Smith, J. (2012). Development of emotional intelligence in first-year undergraduate students in a frontier state. *College Student Journal*, *46*(4), 795-804.Boyatzis, R. E., Stubbs, E. C., & Taylor, S. N. (2002). Learning cognitive and emotional intelligence competencies through graduate management education. *Academy of Management Learning & Education*, *1*(2), 150-162.

Recommended Reading List for Students (EN, LT):

- Goleman, D. (2006). Emotional Intelligence: why it matters more than IQ. N.Y.: Bantam.
- Goleman, D. (2008). Emocinis intelektas darbe. Vilnius: Presvika.
- Lekavičienė, R., Antinienė, D. (2015). Emocinis intelektas: Lietuvos jaunimo tyrimas. Kaunas: KTU.
- Goleman, D. (2004). What makes a leader?. Harvard Business Review, 82(1), 82-91.
- 5.video Emotional Intelligence: How Good Leaders Become Great -- UC Davis Executive LeadershipProgram
- notes How to improve your Emotional Intelligence. *https://www.mindtools.com/pages/article/newCDV_59.htm*
- video Emotional Intelligence at work training video: how to develop EI. *https://www.youtube.com/watch?v=hlfPjCviTxA*
- Presentation of different instruments for the Emotional Intelligence assessments.*http://www.eiconsortium.org/*

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	The concept of Emotional Intelligence: Identification and management of my own emotions and the emotions of others	Lector	Lection (1 hour) and seminar (2 hours) Self-study (4 hours)
2	Emotional Intelligence and leadership capacity	Lector	Lection (1 hour), test (1 hour) and seminar (2 hours) Self-study (4 hours)
3	Development of individual EQ-in-Action Plan	Lector Student	Consultation (1 hour) self-study presentation (2 hours), and self-study (6 hours)

Excel for Business

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7)(GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Project, Presentation, Test …

Course Annotation:

The main purpose of this unit are to improve students knowledge and skills in information technology focusing on the requirements of the computer user and teach to use Excel for professional tasks solving.

This learning unit introduces you to the power of Microsoft Excel starting from the beginning. You'll learn how to open and close files, how to enter formulae into a cell, build basic charts and format a spreadsheet. You'll learn how to use the most important features of Excel.

Aims and Objectives:

"Excel for Business" are designed to help students better capture, understand, present, and leverage data with Excel. Excel can be overwhelming for those who are not familiar with the many tools that enhance productivity.

This learning unit is for beginners and helps discover the application's capabilities while working through exercises to create simple worksheets.

Objectives:
- Identify the main components of the user interface
- Identify the purpose of the commands on the menu bar
- Work with the buttons on the toolbar
- Work with text and characters in a program
- Explain the use of primary keyboard shortcuts and key combinations
- Enter data into a spreadsheet
- Perform basic mathematical operations in a spreadsheet
- Insert charts into a spreadsheet
- Explain the purpose of options available for printing a spreadsheet
- Explain the difference between a workbook and a spreadsheet
- Successfully move from one cell to another containing formulas and text
- Understand absolute and relative cell references
- Copy, Cut and Paste text and formulas
- Use the fill function for dates and formulas

Expected Learning Outcomes:

Knowledge:
- Know how to apply the acquired knowledge about MS Excel on their further personal and professional activities.
- Able to perform typical tasks (build formulas, charts and graphs, do quick calculations, perform data handling and data analysis, prepare visually good looking and clearly understandable worksheets, print data sheets) solutions in Microsoft Excel.
- Able to harness the Excel and use it for managing, marketing, and building your business.

Understanding:
- understand how to navigate Excel and access the desirable features.
- understand how should look orderly prepared worksheet.
- understand the relevance of building formulas.
- understand how to prepare a report with charts and graphs.
- understand how to print a worksheet and how to change some important print settings in Excel.

Special professional skills and competences:
- insert or delete a worksheet in MS Excel file;
- identify cells in a worksheet by their names;
- enter and format data;
- perform simple arithmetic calculations directly in a cell as well as by referring to another cell;
- perform operations on a whole column or a row;
- use absolute and relative references to refer to cells or cell ranges;
- use Excel functions to calculate mean, median, standard deviation, minimum and maximum values;
- create simple graphs and charts;
- create frequency tables using pivot table functions in Excel.

Transversal and Specific Competences to be acquired / reinforced:

By the end of this unit students will be able to acquire specific competences:
- Understand the Excel screen and use online help.
- Enter text labels, numeric data and formulas.
- Create simple worksheets using data, labels and formulae.
- Use a named cell in a formula.
- Understand cell formats.
- Copy and paste formula (including using the automatic fill).
- Use simple functions - in particular SUM, IF and others.
- Create and format a chart.
- Put borders/lines around the data.
- Make use of the options available in Page Setup to improve printing.

Teaching Methods Recommended:

- Application of special software packages
- Exercise classes
- Practical exercises (tasks)
- Video tutorials

Teaching Materials and Resources (EN, LT):

- Videotutorials of each learing unit topic.
- Books about Microsoft Excel.
- Tasks for practical exercises.
- Practice files for exercises.
- Free Online Resources.

Recommended Reading List for Students (EN, LT):

- Lamauskienė R., Grašys R. Microsoft Office 2007 sistemos pagrindai: MS Excel. Mokomoji knyga. Vilnius, 2009 m., 111 p.
- Vidžiūnas A. Microsoft Excel 2013 : skaičiuoklių taikymas apskaitoje ir vadyboje / Antanas Vidžiūnas, Miglė Vidžiūnaitė. Kaunas : Smaltijos leidykla, 2013. 335 p. : iliustr. ISBN 9789955707929.
- Jurgita Prunskienė. Elektroninė skaičiuoklė Microsoft Excel 2010. Leidykla: KTU leidykla „Technologija". Leidimo metai: 2013. Puslapių sk. 84. ISBN 978-609-02-0922-6
- Curtis Frye. Microsoft Excel 2013 Step By Step. Publisher: Microsoft Press. Date: 3/31/2014. Pages: 512.ISBN10: 0735681015.
- John Walkenbach. Excel 2013 Bible 1st Edition. Publisher: John Wiley & Sons, Date: 2013. Pages: 967. Inc. ISBN-10: 1118490363
- Greg Harvey. Excel 2010 All-In-One For Dummies. Publisher: Wiley Publishing, Inc. Date: May 2010. Pages: 792. ISBN: 978-0-470-48959-8
- Basics of Excel - Easy Excel Tutorial: *http://www.excel-easy.com/basics.html*
- "Excel" žinynas ir mokymas – „Office" palaikymas - Office Support: *https://support.office.com/lt-lt/excel*
- Excel training: *https://support.office.com/en-us/article/Excel-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb?ui=en-US&rs=en-US&ad=US*

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Microsoft Excel Basics	Lector	Exercise classes, 1hour 15 min
2	Cells and Ranges	Lector	Exercise classes, 1hour
3	Modifying a Worksheet	Lector	Exercise classes, 1hour
4	Formatting Cells and and their Contents	Lector	Exercise classes, 1hour
5	Formulas and Functions	Lector	Exercise classes, 2hour
6	Absolute and Relative Referencing	Lector	Exercise classes, 30 min
7	Working with Tables	Lector	Exercise classes, 1hour
8	Charts and Graphs	Lector	Exercise classes, 1hour 30 min
9	Importing Text and Graphics	Lector	Exercise classes, 15 min
10	Printing and Page Setup	Lector	Exercise classes, 30 min

Human Resource Management

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Case analysis, Role simulation, Presentation

Course Annotation:

This module provides students with an insight how organizational policy and culture contributes to the organizational success, as well as how organizations select and recruit new employees; how evaluate employees' performance and recognize their achievement; how reward system enables to achieve the best results; what possibilities of training and development organizations provide for employees. The module provides applied theoretical knowledge about human resource management and allows to master tools that organizations apply in the praxis.

Aims and Objectives:

- To acquire the basic theoretical knowledge of human resource management, as well as to understand the key human resource management principles.
- To develop a critical orientation toward module matter and an awareness of the complexity of managing people.
- To get skills for practical solutions to human resource management problems.
- To master the HRM tools available to assist in furthering professional career.
- To demonstrate effective communication skills and argumentation technique for decision making in human resource management.

Expected Learning Outcomes:

Knowledge:
Get knowledge on HRM theories, methods and tools.

Understanding:
Understand the procedure and methods of search and selection of candidates as well as performance evaluation:
Undersand the links between the performance management with the reward and, personal training and development; understand good practice in human resource management.

Special professional skills and competences:
Develop effective arguments; demonstrate the ability to critically evaluate HRM tolls; to be able to create profiles of workers requirements; to be able to conduct the performance management interview.

Transversal and Specific Competences to be acquired / reinforced:

Oral and written communication, team work, self-evaluation. Assessment of gap between Profiles "MUST BE" and "IS". Conducting the Behavioural Interview.

Assessment Criteria:

- The knowledge of theoretical aspects of human resource main function: selection and recruitment, performance and reward management, and employee training and development.
- The additional knowledge, acquired during the individual studies in critical evaluation of HRM tools in case studies
- The ability to use knowledge practically in simulation of work- related situation.

Teaching Methods Recommended:

Discussion, Group work, Test, Problem- solving session, Case analysis (Case study), Role play, Lecture, Reading list.

Teaching Materials and Resources (EN, LT):

- Amstrong M. Armstrong's handbook of human resource management practice /Michael Armstrong. 12th ed. London : Kogan Page, 2012
- Beardwell, J and Holden, T (2014) Human Resource Management: A Contemporary Approach. 7th Edition FT Pearson Torrington, D. Taylor, S. Hall, L, and Atkinson, C (2014) Human Resource Management, 9th Edition, FT
- Lussier, Robert N. Human resource management: functions, applications, skill development / Robert N. Lussier, John R. Hendon. Thousand Oaks [Calif.] : Sage, 2013
- Malcolm M. Human resource practice / Malcolm Martin, Fiona Whiting. 6th ed. London: Chartered Institute of Personnel and Development, 2013.
- Marchington M& Wilkinson A (2012) Human Resource Management at Work: People Management and Development. Chartered Institute of Personnel and Development, London,(5th Edition)
- Pearson Foot, M. & Hook, C (2011) Introducing Human Resource Management. 6th ed. FT Prentice Hall.

Recommended Reading List for Students (EN, LT):

- Wiley database: *http://www3.interscience.wiley.com/*
- Emerald database: *http://www.emeraldinsight.com*
- Ebsco database: *http://www.ebsco.com*
- Cambridge Journals database: *http://journals.cambridge.org/*
- INSEAD (2015): The Global Talent Competitiveness Index2015-2016, Fontainebleau, France.

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	HR policy and culture	Lector	Lecture, Workshop, 3 hours
2	Employee recruitment and selection	Lector	Lecture, Workshop, 4 hours
3	Performance management	Lector	Lecture, Workshop, 4 hours
4	Reward management	Lector	Lecture, Workshop, 3 hours

Leadership

PS/MU code: VYTAUTAS MAGNUS UNIVERSITY
Year, level, number-university

PS/MU credits: 1 ECTS

Language of instruction: <u>English</u>, Lithuanian

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

Assessment form: Theory, Project, Presentation, Test …

Course Annotation:

The aim of this course is – to study theoretical and practical aspects of leadership process and to gain leadership competence. Students will acquire the basic knowledge of leadership phenomenon, obtain the ability to analyse different leadership theories and to recognize leadership styles in practical cases and situations. They will be able to evaluate personal leadership style and know main methods how to develop leadership competence. Main topics are:

- The Nature of Leadership;
- Leaders profile and behaviour;
- Main Leadership theories;
- Development of "Leadership" competence.

The programme subject is structured in a manner that each of the 4 topics are a combination of 3 elements, describing "COMPETENCE" concept: Knowledge + Skills + Attitude.

While leadership is, to a large extent, a "learning by doing" subject, meaning that the practical aspect of learning from what others have done before is crucial. Therefore, leadership teaching is based not only on traditional teaching methods (lecture, discussion, seminars) but also on cases from "real" life, using problem-based; project-based and experiential learning approaches.

Aims and Objectives:

- To enable students to understand: leadership concept, purpose of leadership, leaders' profile and leadership theories.
- To recognize and apply leadership concepts in "real – life" cases in business organizations.
- To build students' leadership capacity.

Expected Learning Outcomes:

Knowledge:
- Identify and describe the basic concepts of leadership
- Identify and analyze the "leadership process" peculiarities
- Describe content of leadership theories

Understanding:
- Recognize different leadership theories and their practical implementations in organizational context.
- Capable to apply modern theories of leadership skills and elements of leadership process in analyzing leaders behaviour in varies contexts.
- Capable to explain "Leadership" competence and know methods, how personally develop this competence.
- To gain clarity about their leadership principles, values, and ethical boundaries, and how they will respond under pressure when challenged.
- To understand what is motivating them, both extrinsically and intrinsically, and to find leadership paths that will enable them to utilize their motivated capabilities.

Special professional skills and competences:
- Demonstrate the ability to communicate with others, to share the work, to take responsibility.
- To create Personal Leadership Development Plans.
- Demonstrate the ability to develop in a group work and his public oral presentation of the chosen leadership theory application in accordance with the real cases.

Transversal and Specific Competences to be acquired / reinforced:

- Self assessment
- Presentation and argumentation
- Problem solving and creative thinking

Assessment Criteria:

- The knowledge of theoretical aspects of leadership concept, main leadership theories and leaders' profile.
- The ability to make self-reflection on personal leadership competence and personal leadership development plan.
- The ability to use leadership knowledge practically in the area of business context, solving real-cases and practical situations.

Teaching Methods Recommended:

- **Lecture** – shortly main theoretical aspects are presented. Lecture is structured in a way, that student is in the centre of a learning process. Oral presentation of a lecture is minimal. During lecture varies interactive methods are used: group discussion, group work, creative techniques, video presentations.
- **Case study on "Leadreship"** – this method where students analyse real business situations and problems and propose possible solutions. Process consists of such stages: 1. Presentation of a case; 2. Problem analysis; 3. Project how to solve this problem 4. Public presentation of group work. 5. Feedback and reflection.
- **Experience-based methods –** are involving personal experience reflection on it, connecting with knowledge gained (LEGO Serious Play; Personal Business Model Canvas).
- **Individual student work:** search and analysis of information in leadership literature and periodical sources. Also students will use different resources helping them to understand the topic (popular books on leadership; films where varies leadership situations are presented, internet sources).
- **Idea and mind mapping.**
- **Coaching and real-time feedback.** Working together with mentor / coucher student will get feedback on personal leadership competence and development plan.
- **Self-reflection and analysis** („Diary method"). Students will get practical tool - „Diary". It is combined with instructions and tasks, how to make everyday evaluation and reflection on leadership capabilities.
- **Self-assessment tests** – will provide possibility to evaluate personal leadership style, personal behaviour in different contexts. This will be as basis for personal leadership development plan.

Teaching Materials and Resources (EN, LT):

- Goleman D. (2007). Lyderystė: kaip vadovauti pasitelkiant emocinį intelektą. Kaunas: Smaltija.
- Nahavandi A. (2009). The Art and Science of Leadership, Fifth edition. Pearson Education International.
- Northausen G. (2009). Lyderystė: teorija ir praktika. Poligrafija ir informatika.
- Šilingienė V. (2012). Lyderystė: vadovėlis. Technologija.
- Educating the Next Wave of Entrepreneurs: Unlocking entrepreneurial capabilities to meet the global challenges of the 21st Century. A Report of the Global Education Education Initiative. World Economic Forum, 2009.

Recommended Reading List for Students (EN, LT):

- Tests for evaluating personal style of leadership ("Determining your leadership style"; "Situational leadership questionnaire"; "Multifactor leadership questionnaire")
- Presentations from Tedx conferences: *www.ted.com*
- Case study presentations
- Seminar materials
- Video material (films)
- Books ("Dievas visada keliauja incognito" Laurent Gaunelle, 2012)

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	The nature of leadership	Lector	Lecture, 1 hour
2	Leaders profile and behaviour	Lector	Lecture, 1 hour
3	Main leadership theories	Lector	Lecture, Seminar, Case study, 3 hours
4	Development of leadership competence	Lector	Seminar, Case-study, couching, 5 hours

Management Skills

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 2,5 ECTS

Assessment form: Theory, Project, Presentation, other (case study), self study

Course Annotation:

This course provides a whole range of basic skills that leaders and managers have to master in order to be effective in their professional life and careers. Students acquire the knowledge and skills, which enable them to analyse and influence organisational behaviour: define factors influencing employee attitudes and behaviour, analyse social interaction between individuals and groups, define motivational tools engaging people while delegating tasks and responsibility. Students will be able to understand the causes of conflicts and will acquire the skills of conflict management and decision making, evaluate the need of changes and effectively manage them.

Aims and Objectives:

- To acquire the knowledge about behaviour in organisation and factors influencing it.
- To develop a critical orientation toward module matter and an awareness of the complexity of people interactions in organisation.
- To get skills for practical solutions related to the change management, delegation, conflicts management and negotiations.
- To master the HRM tools available to assist in furthering professional career.
- To be able to diagnose and analyse organisational processes, influencing organisational behaviour.
- To demonstrate the skills of effective communication, in resolving the problems of organisational behaviour.

Expected Learning Outcomes:

Knowledge:
Get knowledge on behaviour theories, methods and tools enabling to diagnose and analyse organisational processes, influencing organisational behaviour.

Understanding:
Understand the nature of behaviour interactions; understand the links between organisational processes and organisational behaviour; understand good practice in organization behaviour.

Special professional skills and competences:
Develop effective arguments; demonstrate the ability to critically evaluate organization behaviour and be able to solve the problems.

Transversal and Specific Competences to be acquired / reinforced:

Oral and written communication, team work, self-evaluation. Self awareness, people encouraging, negotiation.

Assessment Criteria:

- The knowledge of theoretical aspects of organisational behaviour
- The additional knowledge, acquired during the individual studies in critical evaluation of organisational behaviour
- The ability to use knowledge practically in the area of simulation of work- related situations.

Teaching Methods Recommended:

Discussion, Group work, Test, Problem- solving session, Case analysis (Case study), Role play, Lecture, Reading list.

Teaching Materials and Resources (EN, LT):

- Armstrong, M. (2009). Management and Leadership. Kogan Page; Second Edition.
- The SAGE Handbook of Organizational Behavior. (2008). Ed. By Julian Barling, Cary L Cooper. SAGE.
- Hayes, J. (2010). The theory and practice of change management. Third edition. Palgrave Mackmillan.
- Adair, J. E. (2010). Strategic leadership: how to think and plan strategically and provide direction. Kogan Page.
- Global leadership : research, practice, development / Mark E. Mendenhall et. al. 2nd ed. New York, Routledge,(2013).
- Organization Science: *http://orgsci.journal.informs.org/current.dtl*

Recommended Reading List for Students (EN, LT):

- Wiley database: *http://www3.interscience.wiley.com/*
- Emerald database: *http://www.emeraldinsight.com*
- Ebsco database: *http://www.ebsco.com*
- Cambridge Journals database: *http://journals.cambridge.org/*
- Case study presentations
- Seminar materials

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Decision making	Lector	Lecture, Workshop, 5 hours
2	Negotiation	Lector	Lecture, Workshop, 4 hours
3	Conflicts management	Lector	Lecture, Workshop, 4 hours
4	Delegation	Lector	Lecture, Workshop, 4 hours
5	Change management	Lector	Lecture, Workshop, 8 hours

Marketing and Communications

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1,5 ECTS

Assessment form: Theory, Project, Presentation, Seminar.

Course Annotation:

The student is provided with knowledge of marketing and communications principles; the context and theoretical underpinnings of marketing and communications; the marketing mix: product, price, place and promotion; and the practice of marketing and communications. The course introduces the student to the steps needed to prepare and present a Marketing plan for a product of their own choice.

Aims and Objectives:

- To get applied knowledge on theoretical aspects of Marketing and communications methodology.
- To gain skills for making segmentation, differentiation, positioning and targeting of customers.
- To master modern eMarketing concepts integration into traditional marketing daily basis.
- To acquire ability to use most effective communications tools for business decision making process in marketing.

Expected Learning Outcomes:

Knowledge:
Get knowledge on different marketing concepts, methods on how to identify market needs, be able to make segmentation, differentiation, positioning and targeting of customers, get knowledge on eMarketing methodology and communication tools to reach online customers.

Understanding:
Understand major marketing concepts; Understand major market segmentation criteria and select most promising target markets; Understand the product life cycle and its impact on the product portfolio management.

Special professional skills and competences:
Be able to analyse micro and macro environments; Be able to identify market opportunities; Understand the role of marketing in the organizational setting; Be able to adapt marketing mix elements for different target markets and environments.

Transversal and Specific Competences to be acquired / reinforced:

- Marketing plan preparation.
- Ability to make segmentation, differentiation, positioning and targeting of customers.
- eMarketing concepts integration into traditional marketing daily basis.
- Ability to use most effective communications tools for business decision making process in marketing.

Assessment Criteria:

- The knowledge on theoretical aspects of Marketing and communications methodology.
- The additional knowledge, acquired during the individual studies in Marketing plan preparation.
- The ability to use knowledge practically in the area of segmentation, differentiation, positioning and targeting of customers.

Teaching Methods Recommended:

Lections and seminars. During lections the theory and methodology will be explained and discussed. During seminars Case studies, Marketing plan, real examples will be discussed.

Teaching Materials and Resources (EN, LT):

- Armstrong, G., Kotler, Ph. (2012), *Principles of Marketing Global Edition* (14rd Ed.), Pearson Education Limited.
- Kotler, Ph.et al. (2003), *Rinkodaros principai* (3-ias leidimas), UAB "Poligrafija ir informatika", 2003.
- Czarniewski, S. (2014), "Communicating Customer Value Based on Modern Technologies", *Central European Business Review*
- Zhang, J., Jiang, Y., Shabbir, R., Du, R. (2015) "Building industrial brand equity by leveraging firm capabilities and co-creating value with customers", *Industrial Marketing Management*, available online: *http://www.sciencedirect.com/science/article/pii/S00 19850115001856*
- Liozu, S., Hinterhuber, A. (2014), "Pricing capabilities: the design, development, and validation of a scale", *Management Decision*, Vol. 52 Iss: 1, pp.144 – 158.
- Sajtos, L., Kreis, H., Brodie, R. (2015), "Image, brand relationships and customer value: Exploring the moderating role of advertising spending- and labour-intensity in customer loyalty", *Journal of Service Theory and Practice*, Vol. 25 Iss: 1, pp.51 – 74.
- Brink, T.L. (2013), *Buzz or Zap? Consumer psychology for the 21st century*. (eBook at *bookboon. com*)
- Piperopoulos, G.P. (2013), *Fundamentals of Communication, P.R. and Leadership.* (eBook at bookboon.com)
- Stokes, B., Quirk, M. (2013), *eMarketing: The essential guide to marketing in a digital world*. 5th Edition. (eBook at *bookboon.com*)
- Kayode, O. (2014), *Marketing Communications*. (eBook at *bookboon.com*)

Recommended Reading List for Students (EN, LT):

- Simberova, I. (2010), "Company strategic marketing management – synergic approach and value creating", Acta Univ. Agric. Silvic. Mendelianae, Vol. 58, pp. 543 – 552
- De Swan Arons, M., van den Driest, F., and Weed, K. (2014), "The Ultimate Marketing Machine", Harvard Business Review, July – August, pp. 55 – 63.
- Edelman, D. C. (2010), "Branding In the Digital Age", Harvard Business Review, December, pp. 63 – 69.
- Levitt T, (1960), 'Marketing Myopia', Harvard Business Review, July/August, pp. 45 – 46.
- Toytari, P., Rajala, R. (2015), "Value-based selling: An organizational capability perspective", Industrial Marketing Management, Vol 45, Feb, pp.101–112.
- Baran, R., Zerres, Ch., Zerres, M. (2014), Customer Relationship Management. (eBook at *bookboon.com*)
- Rusonis, Ch. (2015), The optimization benchmark. The Race to Find the Ideal Customer Experience. 2015.
- Conversations, not Campaigns. 2013. Marketo.
- Jonikas, D. (2013), Informacija ir komunikacinės priemonės rinkodaroje. Klaipėda.
- Scott, D.M. (2008). Naujosios rinkodaros ir viešųjų ryšių taisyklės. UAB "Verslo žinios".

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Marketing: Creating and Capturing Customer Value	Lector	Lection, 1,5 hours
2	Company and Marketing Strategy: Partnering to Build Customer Relationships	Lector	Lection, 1,5 hours
3	Products, Services, Brands: Building Customer Value	Lector	Seminar, 2 hours
4	Pricing: Understanding and Capturing Customer Value	Lector	Seminar, 2 hours
5	Retailing and Wholesaling	Lector	Seminar, 1,5 hours
6	Promotion: Advertising , Public Relations, Personal Selling and Sales Promotion	Lector	Seminar, 2 hours
7	Communicating Customer Value: Integrated Marketing Communications Strategy	Lector	Lection, 3 hours
8	Direct and Online Marketing: Building Direct Customer Relationships	Lector	Seminar, 1,5 hours

PRACTICAL EXCERSISE OF THIS PROGRAMME SUBJECT /MODULE UNIT

Brief description of (a) practical task(s) for this PS/MU:

The company's marketing strategy outlines which customers the company will serve and how it will create value for these customers. Next, the marketer develops an integrated marketing program that will actually deliver the intended value to target customers. The firm blends all of these marketing mix tools into a comprehensive *integrated marketing program* that communicates and delivers the intended value to chosen customers.

The group project (groups of 2 students) will provide students with an opportunity to apply their business and marketing skills in a real world setting. The project requires the group to research the marketing plan for a market offering (product, service, or any other solution) of their choice.

Instruments and Tools to be used (Title and Short Description):

Project making. You have to follow those paragraphs to be included into the work:
- Short company, consumer and product description
- Company and Marketing Strategy
- Products, Services, Brands
- Pricing Strategies
- Marketing Channels
- Promotion
- Communication Strategy
- Marketing budget
- Creating Competitive Advantage
- Sustainable Marketing solutions: Social Responsibility and Ethics

This work must be prepared by following general rules of written-work composition: include cover page, pages are numbered, font – "Times New Roman", size – 12, single spacing, integrate theory into the practical solutions, put numbers for tables and figures. Approx. amount of plan – 8-12 pages.

The assignment consists of 2 key parts: an in-class presentation (.ppt) and a written report (printed or e-version).

Teaching Materials and Resources:

- Armstrong, G., Kotler, Ph. (2012), Principles of Marketing Global Edition (14th Edition). Pearson Education Limited.
- Kotler, Ph.et al. (2003), Rinkodaros principai (3-ias leidimas), UAB "Poligrafija ir informatika", 2003.
- Liozu, S., Hinterhuber, A. (2014), "Pricing capabilities: the design, development, and validation of a scale", Management Decision, Vol. 52 Iss: 1, pp.144 – 158.
- Sajtos, L., Kreis, H., Brodie, R. (2015), "Image, brand relationships and customer value: Exploring the moderating role of advertising spending- and labour-intensity in customer loyalty", Journal of Service Theory and Practice, Vol. 25 Iss: 1, pp. 51 – 74.
- Piperopoulos, G.P. (2013), Fundamentals of Communication, P.R. and Leadership. (eBook at *bookboon.com*)
- Stokes, B., Quirk, M. (2013), eMarketing: The essential guide to marketing in a digital world. 5th Edition. (eBook at *bookboon.com*)

Recommended Reading List for Students:

- Toytari, P., Rajala, R. (2015), "Value-based selling: An organizational capability perspective", Industrial Marketing Management, Vol 45, Feb, pp.101–112.
- Baran, R., Zerres, Ch., Zerres, M. (2014), Customer Relationship Management. (eBook at *bookboon.com*)
- Jonikas, D. (2013), Informacija ir komunikacinės priemonės rinkodaroje. Klaipėda.
- Scott, D.M. (2008). Naujosios rinkodaros ir viešųjų ryšių taisyklės. UAB "Verslo žinios".

Personal Development

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Seminar, Team work paper

Course Annotation:

Personal and career development are rising in importance the world over due to the demands of a complex global knowledge economy. We live in a world where change is exponential and students must be prepared for a lifetime uncertainty, change, challenge and emergent or self-created opportunity. Important features of performance in such a world are awareness of self-identity, having clear life and career vision, mission and goals, and ability to coordinate an amount of different roles, duties, needs and responsibilities. Packed full of useful practical features, this course enables students to assess their personal qualities, abilities, skills, attitudes, behaviours and beliefs; to consider their aims in life and set goals in order to realise and maximise their potential; to plan in order to make relevant, positive and effective life choices and decisions for their future; to develop skills to organize their time, manage stressful life situations and maintain balance among different life areas and requirements. Personal development is about developing and improving aspects of an individual which can include areas such as education, motivation, feelings, health, skills, abilities, and more. As life and circumstances are constantly changing, it is necessary to continue developing as a person in order to improve as individuals and to be able to adapt to changing situations.

Aims and Objectives:

The course aims to help students to gain the knowledge, skills and attitudes necessary to effectively plan and organise the personal and career development process in order to enable them to improve their performance in career and life situations.

Objectives of the course:
- To understand the central importance of self-awareness in making life choices and plans and how this can be developed through the use of personal assessment strategies, psychometric instruments and reflective practice.
- To increase students' self-awareness in terms of unique qualities, abilities, attitudes, behaviors and beliefs that a person brings to his engagements with the world.
- To gain abilities to form a life and career vision and mission statements and to raise understanding of the role of those constructs within their personal development and career planning and development activities.
- To gain the ability to identify and combine different life roles, responsibilities, duties and needs, and maintain balance among different areas of personal life.
- To obtain the basic knowledge of stress mechanisms and coping strategies and be ready to manage stressful life situations.
- To develop practical skills for setting life priorities and time management.
- To understand the basic parts of planning process and decision making principles and be able to create a complex and realistic, based on self-assessment and environment evaluation personal development plan, covering different areas of life.

Expected Learning Outcomes:

Knowledge:

Students will be able to describe the importance of self-awareness and reflective practice in the process of career choice and planning; be aware of the techniques available to address strengths and weakness; be aware of the ways in which they can positively affect self-improvement; know the various areas of life (career, leisure, family, etc.) and individual social role and responsibilities; understand the concept of work and life balance; will be able to explain the concepts of personal and career development; know the principles of personal and career development planning; understand the need to actively manage the potential tensions between different work and non-work roles.

Understanding:

Students will be able to apply theory to personal experience; appreciate what is understood by self-awareness and personal development; understand the career vision concept and its relation to the mission and vision of life, in terms of career dreams, strategies and aims; adopt the steps and techniques to be used for creating a life and career vision understand and mission; understand a personal development as an ongoing requirement; be able to recognize current personal development needs; explain how to keep the balance between physical, emotional, social, mental and spiritual life areas.

Special professional skills and competences:

Students will be able to use a range of personal assessment strategies to identify the key personal attributes that will influence their career and life choices and plans; to appreciate their particular strengths and weaknesses; to create their own knowledge and skills development action plan based on their reflection on key personal abilities and aptitudes; to clarify life priorities and be able to maintain life balance and use adequate strategies and tools for keeping a balance between different areas of life and social roles.

Transversal and Specific Competences to be acquired / reinforced:

- Critical thinking acquired through activities of assessment of personal strengths and weaknesses, the evaluation of environmental requirements, and defining personal development needs
- Action planning and problem solving acquired through activities on topics no. 2 & 3 (Life vision, mission and goals, and Life balance)
- Creativity acquired through activities on topic no. 2 (Life vision, mission and goals)
- Decision-making skills acquired through activities on topics no. 2 & 3 (Life vision, mission and goals, and Life balance)
- Time management acquired through activities on topic no. 3 (Life balance)
- Stress management acquired through activities on topic no. 3 (Life balance)
- Personal motivation acquired through activities of creating life vision and personal development planning process working on topic no. 2 (Life vision, mission and goals)
- Applying theoretical knowledge in practical contexts acquired through activities of whole course.
- Working effectively in group situations acquired through group activities of whole course.

Assessment Criteria:

- The knowledge of theoretical aspects of basic personality constructs, requirements for life and career vision definition and major life and career goals; awareness of principles of personal and career development plan, life balancing; knowledge of stress mechanisms and coping strategies.
- Level of ability to use knowledge practically by selecting appropriate tools and techniques for self-assessment, to define personal life and career visions based on personal strengths and weaknesses analyses, to set SMART goals, to evaluate personal development needs, implement personal and career development plans, to identify and combine different life roles, requirements and maintain balance in fulfilling them, to apply adequately time management and stress coping principles and techniques in life and career situations.
- Level of development of a record of skills and understanding, from both the course and wider activities.

Teaching Methods Recommended:

- Lecture material presentation
- In-class discussions
- In-class case study analysis
- In-class games
- In-class self-assessment exercises
- Questionnaires, checklists and tests
- Homework paper assignments
- Consultations
- Practical exercise: paper work
- Self-study of reading materials

Teaching Materials and Resources:

- Career Managment Information System karjera.lt *https://karjera.lt/*
- Chomentauskas G., Dereškevičiūtė E. Balaiša L., Burokas J., Platūkytė E., Romanovskaja N. Studentų karjeros valdymo gebėjimų lavinimas. Vilnius: Lodvila, 2015. Pages 53-73, 101-103, 131-164, 378-396. Available online:
- https://karjera.lt/web/guest/karjeros-biblioteka
- Hobson B., Scally M. Build your own Rainbow: a Workbook for Career and Life Management. Management Books 2000 Ltd, 2009.
- Kumar A. Personal, Academic & Career Development in Higher Educatio: SOARing to success. Routledge: London, 2007. Pages 106-248.
- Valickas A., Chomentauskas G., Dereškevičiūtė E. Karjeros valdymo kompetencijų ugdymo vadovas. Vilnius: Lodvila, 2015. Pages 42-46, 68-146, 319-330. Available online: *https://karjera. lt/web/guest/karjeros-biblioteka*
- Valickas A., Chomentauskas G., Dereškevičiūtė E., Žukauskaitė I., Navickienė L. Karjeros valdymo vadovas dėstytojui. Vilnius: Lodvila, 2015. Pages 79-115, 194-203, 217-224, 244-254. Available online: *https://karjera.lt/web/guest/karjeros-biblioteka*
- Additional reading materials covering specific themes within each topic (listed in Teaching Materials and Resources sections of every topic accordingly)
- Seminar materials (listed in Teaching Materials and Resources sections of every topic accordingly)

Recommended Reading List for Students (EN, LT):

- Association of Business Practitioners. Self-awareness and Personal development: International Business Skills Courseware. British Business Professional Skills Development: Liverpool, 2010. Pages 7-85. Available online. Career Management Informational Systemkarjera.lt *https://karjera.lt/*

- Carpenter M., Bauer T., Erdogan B. Management principles. Chapters II and IV, 2012. Pages 59-112 and 149-200. Available online.

- Cottrell S. Skills for Success. Personal Development and Employability. Palgrave Macmillan: Basingstoke, 2010. Pages 13-133, 188-228. *http://2012books.lardbucket.org/books/management-principles-v1.0/index.html*

- http://www.bbpsd.co.uk/wp-content/uploads/2010/11/Self-Awarness.pdf

- Valickas A., Chomentauskas G., Dereškevičiūtė E., Žukauskaitė I., Navickienė L. Karjeros valdymo vadovas studentui. Vilnius: Lodvila, 2015. Pages 74-148, 459-479. Available online: *https://karjera.lt/web/guest/karjeros-biblioteka*

- Valickas A., Chomentauskas G., Dereškevičiūtė E., Karjeros užrašai. Vilnius: Lodvila, 2015. Pages 8-23, 43-46, 52-54, 85-86. Available online: *https://karjera.lt/web/guest/karjeros-biblioteka*

- Seminar materials (provided in the class)

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Self-awareness	Lector	Lection with integrated seminar, 3 hours
2	Life vision, mission and goals	Lector	Lection with integrated seminar, 3 hours
3	Life balance	Lector	Lection with integrated seminar, 4 hours

Presentations and Public Speaking

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-003-VGTU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Project, Presentation, Test …

Course Annotation:

Great ideas do not guarantee success by themselves. One of the most important aspects of implementation is belief of stakeholders in the idea, for which presentation skills are essential.

In lectures and seminars students analyse structure of presentation and public speech, features of informative presentation, means of managing the audience. In learning process they test their skills of public presentations and speeches, analyse their advantages and disadvantages, analyse interaction between presenter and public. Students will analyse emotional, rational, informative, interactive aspects of public speaking, in verbal and nonverbal communication.

In self-study time the students work on project: presentation of ideas to different audiences – own organisation (executives, colleagues), business partners (in production, in commerce), and end users (commercial, private). Both individual and group work on the presentation of a project will be performed.

Aims and Objectives:

• Enable students to develop and to use public speaking and presentation skills.
• Enable students to learn about preparation of presentation of ideas, evaluation of presentations and public speeches, features of successful presentations.

Expected Learning Outcomes:

Knowledge:
Will know presentation and public speaking theoretical models and their practical implementation advantages and disadvantages.
Will know how to identify needs of public and to develop presentation for particular group of stakeholders.

Understanding:
Will recognize criteria of estimation of presentation and public speaking.
Will be able to ground particular public speech and presentation.

Special professional skills and competences:
Will be able to critically assess their skills and to improve up on them.
Will be able to present ideas and projects for different groups of stakeholders.

Transversal and Specific Competences to be acquired / reinforced:

Create and edit new content; integrate and re-elaborate previous knowledge and content; update own and other's competence.

Assessment Criteria:

• The knowledge of theoretical aspects of presentation and public speech, importance of knowledge about public to preparation of presentation.
• The additional knowledge, acquired during the individual studies in work on project: ways of research of stakeholders and public interests and features important for developing presentation and public speech.
• The ability to use knowledge practically in the area of presenting ideas and projects and giving public speeches for different types of public.

Teaching Methods Recommended:

Lecture, seminar, discussion, brain storm, analysis analogues, mind map, project work, self-study, team work.

Teaching Materials and Resources:

- Mind map: to show the analysis of the presentation and public speeches for different public and stakeholders.
- Analyse analogues: to look for similarities and differences of presentations, analyse advantages and disadvantages of different presentation strategies and contents.
- Team work: to discuss about analogues and to elaborate presentations and prepare for public speeches for different types of public.
- Presentation: to make public presentation and speech on chosen idea or project.
- Case studies: analysis of advantages and disadvantages of presentations and public speeches.
- Discussions: students discuss presentations and public speeches and evaluate their possible impact on public.

Recommended Reading List for Students (EN, LT):

- Bierach A. (2000). Kūno kalba: mokykimės ją suprasti ir sėkmingai vartoti. Kaunas: Tyrai.
- Carnegie Training, Dale (2011). Stand and Deliver: How to Become a Masterful Communicator and Public Speaker. New York: Touchstone Books.
- Collins J. (2005). Puiki kalba. Aštresnio mąstymo ir efektyvesnio darbo vadovas. Vilnius: Knygų spektras.
- Guglielmi A. (2014). Kūno kalba. Vilnius: Alma littera.
- Laskauskas A. (2014). Pezentacija kitaip, arba pamirškite migdančias skaidres. Kaunas: Šviesa.
- Masters, Brian (2016). How to Analyze People: Analyzing and Reading People using Proven Methods of Human Psychology, Body Language, People Skills, Social Skills, Nonverbal Communication, Personality Patterns and Human Needs. Seattle: CreateSpace Independent Publishing Platform.
- McFarlan B. (2004). Kalbėk paprastai ir suprantamai. Kaip pasirinkti tinkamus žodžius perteikiančius jūsų mintis. Kaunas: Smaltija.
- Nir, Michael (2014). Influence: Body Language Silent Influencing: Employing Powerful Techniques for Influence and Leadership. Seattle: Create Space Independent Publishing Platform.
- Segler, Harvey (2016). Body Language: Discover and Understand the Psychological Secrets Behind Reading and Benefitting From Body Language. Seattle: Create Space Independent Publishing Platform.
- Reynolds, Garr (2013). Presentation Zen Design: Simple Design Principles and Techniques to Enhance Your Presentations. San Francisco: New Riders.

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Presentations	Lector	Lection, 3 hours
2	Public speaking	Lector	Lection, 2 hours
3	Assessment of public speaking and presentations	Lector	Seminar, 5 hours

Project Management

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-KTU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1,5 ECTS

Assessment form: Theory, Project, Group work, Presentation, Test, Self-study, Case study

Course Annotation:

This module is devoted to give the student a professional knowledge of project management concepts and techniques. Content is related with the most necessary practical knowledge about project management, such as planning a project, search for funding, using software tools for executing and evaluating the projects. Project management processes, i.e. initiation, planning, executing, monitoring, control and closure will be discussed and analyzed during the course. During the practical activities, students are going to generate project ideas and conceptions, analyze success and failure stories of specific projects, will look for innovative project implementation ideas and solutions, will learn about the fund raising practices, and prepare applications for projects.

Aims and Objectives:

The aim of this module is to provide the latest theoretical and practical exposition of project management knowledge in order to lead and manage complex projects in dynamic and competitive markets, and develop the abilities of independent and responsible application.

Objectives:
- To understand project concepts, types, context and organisation
- To get theoretical knowledge of the key elements of Project management
- To form practical abilities to manage time, resources, cost, quality, communication and other project management areas.
- To know how to apply for Public/private funds for financing.
- To know techniques and software tools to initiate, plan, manage, control and evaluate projects.

Expected Learning Outcomes:

Knowledge and Understanding
To understand the fundamental concepts, processes, and fields of knowledge of project management;
To develop critical-thinking and analytical decision-making capabilities to investigate complex business/community problems to propose project-based solutions.

Special professional skills and competences:
To apply the concepts and methods of project management when solving complex management-related problems of business and of other related fields of activity when implementing innovations and changes;
To be able to organise and control project management processes by using modern project planning, organisation, and quality and risk management techniques;
To make evaluation and justification of the need for projects and the expected benefit
To develop individual intelligent decisions for the management of human resources in emergency situations.

Transversal and Specific Competences to be acquired / reinforced:

Transferable skills: communication, teamwork, problem solving, systemic and critical thinking.

Assessment Criteria:

- The understanding of project success and failure factors (Case study analysis).
- The ability to organise and control project management processes by using modern project planning, organisation, and quality and risk management techniques (Group works).
- The ability to communicate the project idea (Presentation).
- The knowledge of project management challenges and ability to propose recommendations (Essay).

Teaching Methods Recommended:

Lectures, presentations, case studies, individual research projects, team projects, class/online discussions.

Teaching Materials and Resources (EN, LT):

- PMI, A. (2013). Guide to the project management body of knowledge (PMBOK®). Project management institute.
- Kerzner, H. R. (2013). Project management: a systems approach to planning, scheduling, and controlling. John Wiley & Sons.
- Karaman, E., & Kurt, M. (2015). Comparison of project management methodologies: prince 2 versus PMBOK for it projects. ISO 690
- Kononenko, I., Kharazii, A., Iranik, N. (2013). Selection method of the project management methodology and its application. 2013 IEEE 7th International Conference on Intelligent Data Acquisition and Advanced Computing Systems (IDAACS), [online]. Available at: *https://www.deepdyve.com/*
- Clements, J.P and Gido, C (2012). Effective Project Management. 5th edition South Western Cengage Learning
- Charles T. Horngren, George Foster, Srikant M. Datar, Madhav V. Rajan, Chris Ittner: Cost Accounting: A Managerial Emphasis, Prentice Hall 13th edition 2008, ISBN 0131355589. Clements, J.P and Gido, C (2012). Effective Project Management. 5th edition South Western Cengage Learning
- Carl Chatfield, PMP, and Timothy Johnson, MCTS (2013). Step by step. Microsoft Project 2013
- Andy Garlick (2007). Estimating Risk – A Management Approach, Aldershot, Gower.
- Fleming,Quentin W.; Koppelman, Joel M.: Earned Value Project Management, PMI 2005, ISBN 1930699891
- Angus R.B (2010). Planning, performing, and controlling projects. Gundersen

Recommended Reading List for Students (EN, LT):

- Richman L., (2011). Successful Project Management, 3d edition. ISBN-10: 0761214887
- The beginners guide to project management methodologies *http://wordpress.viu.ca/profsaghafiprojectmanagement/files/2015/02/the_beginners_guide_to_project_management_methodologies.pdf*
- Zhai, L., Xin, Y., & Cheng, C. (2009). Understanding the value of project management from a stakeholder's perspective: Case study of mega-project management. Project Management Journal, 40(1), p. 99-109.
- The history of project management. *https://www.youtube.com/watch?v=C1uxCBx2-UQ*
- Public contracts and funding. *http://ec.europa.eu/contracts_grants/index_en.htm*
- Project Management for Assessment: A Case Study. *https://journals.tdl.org/llm/index.php/llm/article/viewFile/7011/6212*
- Clements, J.P and Gido, C (2012). Effective Project Management. 5th edition South Western Cengage Learning
- Top project management tools. *http://www.capterra.com/project-management-software/*

- Carl Chatfield, PMP, and Timothy Johnson, MCTS (2013). Step by step. MicrosoftProject 2013
- Projektų valdymas. (2011). E.pateikčių rinkinys. Čiutienė R., Meilienė E., Neverauskas B., Stankevičius V. *http://www.ebooks.ktu.lt/einfo/96/projektu_valdymas/*
- Lutchman Ch. (2011). Project execution. A practical approach to industrial and commercial management. CRC Press.Project Management Essentials: Closing. *https://www.youtube.com/watch?v=MWu8B8rcS2g*
- King (2013). Project Management for Assessment: A Case Study.
- https://journals.tdl.org/llm/index.php/llm/article/viewFile/7011/62124
- PMI, A. (2013). Guide to the project management body of knowledge (PMBOK®). Project management institute.

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Project Management: Concepts and Phases	Lector	Lecture, case analysis
2	Project Initiation	Lector	Lecture, group work
3	Project Planning	Lector	Lecture, group work
4	Project Execution: Monitoring and Control	Lector	Lecture, group work
5	Project Closure	Lector	Lecture, group work, presentation

Results Based Management

Language of instruction: <u>English</u>

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Group Assignment, Presentation, Test, Self-Study

Course Annotation:

This course shall provide a basic understanding about planning, monitoring and evaluating results in the context of results based management (RBM) but it shall not be a course on programme or project management. Without effective planning, monitoring and evaluation, it would be impossible to judge if work is going in the right direction, whether progress and success can be claimed and how future efforts can be improved. This course shall provide students with the guidance on "how to" and practical tools to pursue results oriented planning, monitoring and evaluation in any organisation.

Aims and Objectives:

- To provide the student with the understanding and the knowledge (described in detail under the Expected Learning Outcomes);
- To improve the quality of planning, monitoring and evaluation;
- To enhance the results based culture.

Expected Learning Outcomes:

Knowledge:
Knowledge of the essential elements of the planning and monitoring process: developing a results framework for projects and programmes, with clear indicators, baselines and targets; and setting up effective monitoring system;
Knowledge of the essential elements of the evaluation process.

Understanding:
Understanding the philosophy and principles of RBM. *A basic understanding* of the purposes, processes, standards and guiding principles for planning, monitoring and evaluation.

Transversal and Specific Competences to be acquired / reinforced:

Results measurement and management.

Assessment Criteria:

- The knowledge of theoretical aspects of planning and M&E.
- The additional knowledge, acquired during the individual studies in RBM.
- The ability to use knowledge practically in the area of good programme and project design for effective implementation, monitoring, evaluation.

Teaching Methods Recommended:

Emphasis is on practical skills. Theoretical lectures presenting students with variety of tools used throughout the planning cycle; group work and assignment and practical tools, seminar, self-study, case example analysis.

Teaching Materials and Resources (EN):

- "Results-based management" United Nations Development Group. *https://undg.org/home/ guidance-policies/country-programming-principles/results-based-management-rbm/*
- Handbook on Planning, Monitoring and Evaluating for Results – UNDP. *http://web.undp.org/ evaluation/evaluations/handbook/english/documents/pme-handbook.pdf*
- RBM Management Tools at CIDA:
- http://www.international.gc.ca/development-developpement/partners-partenaires/bt-oa/ rbm_tools-gar_outils.aspx?lang=eng
- Glossary of key terms in evaluation and results based management, OECD DAC (2002)
- DAC Quality Standards for Development Evaluation. *http://www.oecd.org/dac/evaluation/ publicationsanddocuments.htm*
- Results-based Management in CIDA: An Introductory Guide to the Concepts and Principles.
- http://cida-ecco.org/CIDARoadMap/RoadMapEnvoy/documents/RBM%20Intro%20 Guidenew.html

Recommended Reading List for Students (EN, LT):

- Designing a Results Framework for Achieving Results: A How to Guide, World Bank IEG (2012)
- Ten Steps to a Results-Based Monitoring and Evaluation System, World Bank (2004)
- Reviews, Evaluation and Studies on Results. *http://www.oecd.org/dac/peer-reviews/results-measurement-and-management.htm*
- A handbook in Results Based Management-SIDA *http://www.sida.se/globalassets/sida/eng/ publications/rbm-handbook---2014-full.pdf*

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	M&E: what is all about? Planning for results and planning for monitoring and evaluation	Lector	Lecture
2	Monitoring for results; Evaluating for results; Using the knowledge from M&E and communicating the results	Lector	Lection
3	Group work on preparing planning deliverables and planning matrixes. The assignment to be presented during the Seminar	Lector	Seminar

Self-Motivation and Management

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-003b-VMU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1,5 ECTS

Assessment form: X1 – theory test, X2 – work in the seminar, X3 – self-study task

Course Annotation:

The course Self-Motivation and Management is designed as an interdisciplinary module linking theoretical knowledge and practice from psychology, education science and management. It explains how practical understanding of Self-motivation and management, examples of other's success stories could help in work environment especially for development of entrepreneurial mindset and better employability. It is also oriented towards practical skills development: a plan how to implement Self-motivation and management ideas and to avoid internal and external barriers that were identified as important ones. In order to achieve course objectives lectures, seminars and self-study are employed, theory and practice are combined.

Aims and objectives:

- To enhance a practical understanding of the concept of Self-motivation and management and important factors that have influence over them.
- To utilize other's success stories in order to identify crucial aspects for own individual development (especially entrepreneurial mindset) and engagement in learning process.
- To develop Self-motivation and management action plan that could help to improve employability.

Expected Learning Outcomes:

Knowledge:
To know the concept of Self-motivation and management from the perspective of different theories

Understanding:
To understand how self-motivation works in practice and what important internal and external aspects influence self-management

Special professional skills and competences:
To develop Self-motivation and management action plan taking into account information about other's success stories

Transversal and Specific Competences to be acquired / reinforced:

- Improve graduates' employability
- Develop graduates' entrepreneurial mindset

Assessment Criteria:

- The knowledge of theoretical aspects of Self-motivation and management.
- The additional knowledge of internal and external factors that are important for the analysis of Self-motivation and management in practice.
- The ability to use knowledge of Self-motivation and management and to apply other's success stories practically in the area of development planning.

Teaching Methods Recommended:

Lectures (instructing and discussions), seminars (case-study, group work, role plays, reflections), self-study work (written project, test).

Teaching Materials and Resources (EN, LT):

- Slides for the lecture (first topic) - Locke, E. A., & Latham, G. P. (2004). What should we do about motivation theory? Six recommendations for the twenty-first century. Academy of Management Review, 29(3), 388-403.
- Task for the seminar (first topic) – case study analysis Lobo, F. Case study on self-motivation and de-motivation. *http://www.iosrjournals.org/iosr-jbm/papers/ies-mcrc-volume-2/22.pdf*
- Slides for the lecture (second topic) – Geller, E. S. (2016). The psychology of self-motivation. Applied Psychology, 83. Best motivational stories of real people that will leave you inspired. *http://www.pickyourgoals.com/motivation/motivational-stories/*, Steve Jobs – Motivational video. *https://www.youtube.com/watch?v=wySYdhClg2c*
- Task 1 for the seminar (second topic) – self-assessment with free The Self-Motivation quiz: *https://www.mindtools.com/pages/article/newLDR_57.htm*
- Task 2 for the seminar (second topic) – group work Labyrinth. *http://insight.typepad.co.uk/labyrinth.pdf*
- Slides for the lecture (third topic) - Hackman, J. R. (1986). The psychology of self-management in organizations. American Psychological Association, Judge, T. A., Jackson, C. L., Shaw, J. C., Scott, B. A., & Rich, B. L. (2007). Self-efficacy and work-related performance: the integral role of individual differences. Journal of applied psychology, 92(1), 107.
- Task for the seminar (third topic) - Examples of the scenarios for role-play. *http://profitt. gatech.edu/drupal/sites/default/files/curriculum/Soft%20Skills%20Track/Soft%20Skills%20 Module%2014%20Managing%20Me/Soft%20Skills%20Module%2014%20Managing%20Me.pdf* Instructions how to use role play. *https://www.mindtools.com/CommSkll/RolePlaying.htm*
- Requirements for self-study task (fourth topic) - Mueller, S. (2012). Self-motivation techniques – Proven motivation tactics to boost your motivation. *http://www.planetofsuccess.com/ motivationtechniques/* and video – Let's talk about self-management. *https://www.youtube. com/watch?v=Oq9P0EdptZ8*
- Pinder, C. C. (2014). Work motivation in organizational behavior. Psychology Press.

Recommended Reading List for Students (EN, LT):

- Bandura, A. (1994). Self-efficacy. John Wiley & Sons, Inc.
- Deci, E. L., & Ryan, R. M. (2002). Handbook of self-determination research. University Rochester Press.
- Tips to motivate yourself and excel at workplace. *http://www.businesstoday.in/moneytoday/ careers/tips-motivate-yourself-excel-in-office-workplace/story/190056.html*
- Covey, S. R. (2013). The 7 habits of highly effective people. St. Martin's Press.
- Šavareikienė, D. (2011). Darbuotojų poreikių tenkinimu grindžiamas darbo motyvacijos proceso vystymas organizacijoje. Daktaro disertacija: Kaunas – VDU.
- Suess, J. (2015). Power to the people: why self-management is important. *http://er.educause. edu/blogs/2015/9/power-to-the-people-why-self-management-is-important*
- Video – Employability skills – self management. *https://www.youtube.com/watch?v= EdM45YlNj98*
- Tips How to be self-motivated. *http://www.wikihow.com/Be-Self-Motivated*
- Linman, D. (2011). Self management skills for employees. *http://www.mymanagementguide. com/self-management-skills-for-employees-or-how-to-be-a-productive-employee/*
- Schwartz, S. (2013, May). Value Priorities and Behavior: Applying a Theory of Integrated Value Systems. In The psychology of values: The Ontario symposium (Vol. 8). Psychology Press.

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Self-motivation theories: self-efficacy theory and self-determination theory	Lector	Contact hours (3): lection, 1 hour and seminar, 2 hours Self-study – 4 hours
2	Self-motivation in practice: internal (I want) and external (I must); success stories (what motivation and learning to learn means to people)	Lector	Contac hours (4): lection, 1 hour and seminar, 3 hours Self-study – 5 hours
3	Self-management: vision and values, important individual characteristics (proactivity), possible external barriers and recommendations to overcome them	Lector	Contact hours (6): lection, 2 hours, seminar, 3 hours and test, 1 hour Self-study – 5 hours
4	Development of Self-motivation and management action plan	Lector, student	Contact hours (2): consultation, 2 hours Self-study – 7 hours

Team Working

PS/MU code: VYTAUTAS MAGNUS UNIVERSITY
Year, level, number-university

PS/MU credits: 1,5 ECTS

Language of instruction: <u>English</u>, Lithuanian

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

Assessment form: Theory, Project, Presentation, Test …

Course Annotation:

The aim of this course is – to study theoretical and practical aspects of leadership process and to gain leadership competence. Students will acquire the basic knowledge of GROUP AND TEAM phenomenon, obtain the ability to analyse different stages of TEAM FORMING process to recognize personal roles in group dynamics. They will be able to evaluate personal roles, played in different contexts and know main methods how to develop team working competence. Main topics are:

- Group concept definition
- Team concept and five-stage model
- Development of "team working" competence

Programme subject is structured in a manner that each of the 4 topics are a combination of 3 elements, describing "COMPETENCE" concept: Knowledge + Skills + Attitude.

While TEAM WORKING is, to a large extent, a "learning by doing" subject, meaning that the practical aspect of learning from what others have done before is crucial. Therefore, teaching is based not only on traditional teaching methods (lecture, discussion, seminars) but also on cases from "real" life, using problem-based; project-based and experiential learning approaches.

Aims and Objectives:

- To enable students to understand: GROUP and TEAM concepts, personal roles in groups leaders'.
- To recognize and apply TEAM FORMING process in "real – life" cases in business organizations.
- To build students' TEAM WORKING capacity

Expected Learning Outcomes:

Knowledge:
- Identify and describe the basic concepts of GROUP
- Identify and analyze the "TEAM FORMING" peculiarities
- Describe content of personal roles in groups

Understanding:
- Recognize different aspects of group and team and their practical implementations in organizational context.
- Capable to apply of group working skills and elements of TEAM DEVELOPMENT process in analyzing leaders behaviour in varies contexts.
- Capable to explain „TEAM WORKING" competence and know methods, how personally develop this competence.

Special professional skills and competences:
- Demonstrate the ability to communicate with others, to share the work, to take responsibility.
- To create Personal TEAM WORKING competencies development Plans.
- Demonstrate the ability to develop in a group work and his public oral presentation of the chosen team forming process application in accordance with the real cases.

Transversal and Specific Competences to be acquired / reinforced:

- Self assessment competence
- Team work
- Presentation and argumentation
- Problem solving and creative thinking

Assessment Criteria:

- The knowledge of theoretical aspects of TEAM WORKING concepts, stages of team forming and roles.
- The ability to make self-reflection on personal roles in groups and to make personal team working development plan.
- The ability to use TEAM FORMING knowledge practically in the area of business context, solving real-cases and practical situations.

Teaching Methods Recommended:

- **Lecture** – shortly main theoretical aspects are presented. Lecture is structured in a way, that student is in the centre of a learning process. Oral presentation of a lecture is minimal. During lecture varies interactive methods are used: group discussion, group work, creative techniques, video presentations.
- **Case study on „TEAM WORKING"** – this method where students analyse real business situations and problems and propose possible solutions. Process consists of such stages: 1. Presentation of a case; 2. Problem analysis; 3. Project how to solve this problem 4. Public presentation of group work. 5. Feedback and reflection
- **Experience-based methods –** are involving personal experience reflection on it, connecting with knowledge gained (LEGO Serious Play; Personal Business Model Canvas).
- **Individual student work:** search and analysis of information in TEAM FORMING literature and periodical sources. Also students will use different resources helping them to understand the topic (popular books on GROUP PROCESSES; films where varies team forming situations are presented, internet sources).
- **Idea and mind mapping**
- **Coaching and real-time feedback.** Working together with mentor / coucher student will get feedback on personal TEAM WORKING competence development plan.
- **Self-reflection and analysis** ("Diary method"). Students will get practical tool - "Diary". It is combined with instructions and tasks, how to make everyday evaluation and reflection on TEAM WORKING capabilities.
- **Self-assessment tests** – will provide possibility to evaluate personal ROLE IN GROUPS, personal behaviour in different group contexts.

Teaching Materials and Resources (EN, LT):

- Goleman D. (2007). Lyderystė: kaip vadovauti pasitelkiant emocinį intelektą. Kaunas: Smaltija.
- Northausen G. (2009). Lyderystė: teorija ir praktika. Poligrafija ir informatika.
- Staniulienė, S. (2010). Organizacinė kultūra. – Kaunas: VDU leidykla.
- Stoner, J. A. F., Freeman, R. E., Gilbert, D. R. Jr. (1999). Vadyba. – Kaunas: Poligrafija ir informatika

Recommended Reading List for Students (EN, LT):

- Tests for evaluating personal role in group processes
- Presentations from Tedx conferences. *www.ted.com*
- Case study presentations
- Seminar materials
- Video material (films)
- Books

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Group concept definition	Lector	Lecture, Seminar, Case study, 3 hours
2	Team concept and five-stage model	Lector	Lecture, Seminar, Case study, 3 hours
3	Development of Team Working competence	Lector	Seminar, Case-study, couching, 9 hours

Work Based (Integrated) Learning

Language of instruction: <u>English</u>, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
Year, level, number-university

Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)

PS/MU credits: 1 ECTS

Assessment form: Theory, Project, Presentation, Test …

Course Annotation:

Definition of work integrated (based) learning demonstrates rather broad discourse and refers to other similar definitions like work-related learning, workplace learning, practice-based learning, continuing professional development. These definitions support professional learning environments that can be interpreted as "sandwich" and shadowing models'. These professional learning models are well developed in the fields of education, social work, engineering as well as nursing and less developed in the management field. Learning in professional practice and academic learning is related to professional contexts while knowledge from these contexts create valuable learning source (Eraut, 1998, Bound ir Garrick, 1999). As work based knowledge are context based a learner gets more involved into the learning experiences.

From the academic point of view work based learning as a learning concept is related to *Action science* (Argyris, 1982), *learning in action and learning on action*. Knowledge management view refers to concepts of *explicit and implicit (or tacit) knowledge* (Gibbons and others, 1994) when tacit knowledge is described as knowledge grounded by professional experience. In this case a learner creates a very personal learning theory of getting knowledge and professional experience.

This course is focusing on designing application of work based learning that: (1) creates transformation of learning experiences in different professional contexts; (2) involves learners and their mentors; (3) develops interests and expectations of work based organizations concerning learning experiences of learners within a learning contract; (4) implements work based projects, which creates a lot of learning interactions; (5) focuses on reflection as an formative evaluation strategy of achieved learning outcomes while summative evaluation is rather dedicated to evaluation on work project outcomes than to evaluation of learning outcomes.

Aims and Objectives:

- Understanding epistemology of work integrated learning (or work based learning) and models;
- Describing work based learning: curriculum and didactical system;
- Developing work based projects in work integrated learning model;
- Designing assessment of learning outcomes in work based learning environment;
- Understanding professional development in constructive learning environment.

Expected Learning Outcomes:

Knowledge:
*E*pistemology of work integrated learning; work based learning: curriculum and didactical system.

Understanding:
Professional development in constructive learning environment.

Special professional skills and competences:
To be able to develop work based projects in work integrated learning model; to be able to design assessment of learning outcomes in work based learning environment.

Transversal and Specific Competences to be acquired / reinforced:

Transversal competences: communication and cooperation; Specific competences: educational development competence.

Assessment Criteria:

- The knowledge of theoretical aspects of work integrated (work based) learning.
- The additional knowledge, acquired during the individual studies in work based project.
- The ability to use knowledge practically in the area of curriculum development for independent learning and professional experience based learning.

Teaching Methods Recommended:

Presentations; discussions; case studies; work groups.

Teaching Materials and Resources (EN, LT):

- Gibson et al., 2002, Towards the Development of a Work Integrated Learning Unit, Celebrating Teaching at Macquarie. *http://www.cfl.mq.edu.au/celebrate/pdf/papers/gibson1.pdf*
- Barnett R. (1999). Learning to work and working to learn. In: Understanding Learning at work. D. Boud & J. Garrick (eds.). London & New York: Routledge.
- Barnett, R. (2009). Willing to be a professional. University of Surrey SCEPTrE conference, Learning to be a Professional. Presentation, March 2009. *http://learningtobeprofessional. pbwiki/Ron-Barnett*
- Boud, D. (2001). Creating a work-based curriculum, in Boud, D. and Solomon, N. (Eds), Work-based Learning: A New Higher Education?, SRHE and OUP, Buckingham.
- Boud, D.; Cressey, P.; Docherty, P. (Eds) (2006). Productive Reflection at work: Learning for Changing Organisations. London: Routledge.
- Costley, C. (Eds.) (2000) Work based learning and the university: new perspectives and practices. SEDA Paper. *www.mdx.ac.uk/www/ncwblp/SEDA2000.pdf*
- Ellstrom, P. E. (2001). Integrating Learning and Work: Problems and Prospects. Human resource development quarterly, 12 (4), 421-435.
- Eraut, M. (2007). Early career learning at work. Insights into professional development during the first job. Teaching and learning research briefing number 25 March 2007. *http://www.tlrp.org*
- Jackson, N. (2010). From a curriculum that integrates work to a curriculum that integrates life: changing a university's conceptions of curricuum. Higher Education Research & Development, Work Integrated Learning Special Issue 29 (5), 491-505.
- Raelin, J. A. (2007). Towards an epistemiology of practice. Academy of management learning and education, 6 (4), 495-519.

Recommended Reading List for Students (EN, LT):

- Rhodes, G.; Shiel, G. (2007). Meeting the needs of the workplace and the learner through workbased learning, Journal of Workplace Learning, 19 (3), 173-187.
- Rose, E.; McKee, W.; Temple, B. K.; Harrison, D. K.; Kirkwood, D. (2001) Workplace learning: a concept in off-campus teaching. The Learning Organization, 8 (2), 70 -77.
- Schön, D. (1983). The Reflective Practitioner: How Professionals Think in Action. New York: Basic Books.
- Smith, R.; Betts, M. (2000). Learning as Partners: realizing the potential of work-based learning, Journal of Vocational Education and Training, 52(4).
- Stephenson, J.; Saxton, J. (2005). Using the Internet to gain personalized degrees from learning through work: some experience from Ufi, Industry and Higher Education, 19 (3), 249-258.

- Ulbrich, A.; Scheir, P.; Lindstaedt, S. N.; Görtz, M. (2006). A Context-Model for Supporting Work-Integrated Learning. In W. Nejdl & K. Tochtermann (Eds.), Innovative Approaches for Learning and Knowledge Sharing (LNCS 4227, pp. 525-530). Berlin: Springer.
- Wenger, E. (1998). Communities of Practice. Learning, Meaning and Identity. UK: Cambridge University Press.

Schedule of PS/MU:

No	Main PS/MU Topics	Presenter	Form
1	Epistemiology of work integrated learning (or work based learning) and models	Lector	Lection, 2 hours
2	Work based learning: curriculum and didactical system	Lector	Lection, 2 hours
3	Work based projects in work integrated learning model	Lector	Seminar, 3 hours
4	Assessment of learning outcomes in work integrated and constructive learning environment	Lector	Seminar, 3 hours

7. ANNEX II: LIST OF PARTICIPATING PROFESSORS AND LECTURERS

University / Organisation	Professor/Lecturer	Learning Unit / Course
Kaunas University of Technology	Asta Savanevičienė	Human Resource Management
		Management Skills
	Meda Andrijauskienė	Career Development
		Project Management
Klaipeda University	Marius Vasylius	Access for Business
		Excel for Business
	Rasa Viederytė	Business Models
		Marketing and Communications
Lietuvos Pramonininkų Konfederacija	Ruta Svarinskaite	Results based management
Vilnius Gediminas Technical University	Evelina Kutkaityte	Business Plan
		Creativity
	Viktorija Žilinskaitė-Vytienė	Presentations and Public Speaking
	Zivile Sedereviciute-Paciauskiene	Business Communication
Vilnius University	Daiva Lepaite	Work Based (Integrated) Learning
	Julija Šarupičiūtė	Corporate Structure, Organisation, Business Ethics and Corporate Social Responsibility
	Justinas Usonis	Business Law
	Petras Dubinskas	Business Finance
	Sigita Kilkutė	Personal Development
Vytautas Magnus University	Aurelija Stelmokiene	Emotional Intelligence
		Self-Motivation and Management
	Osvaldas Stripeikis	Leadership
		Team Working