03-A1 Curriculum Developed for Graduate Internship Programme in Lithuania
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.

¹ The GRADual Strategic Partnership and Project – Increasing Students/Graduates Employment Readiness aims at maximising intermediary organisations’ role in terms of innovative and cost-efficient services provided to universities 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 Vytautos 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:

<table>
<thead>
<tr>
<th>PRACTICAL TRAINING</th>
<th>ACADEMIC PROGRAMME</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1170 hours)</td>
<td>(330 hours)</td>
</tr>
</tbody>
</table>

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 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 exercises, 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. 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:

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal and Professional Skills</strong></td>
<td><strong>Business and Management</strong></td>
</tr>
<tr>
<td>(150 hours)</td>
<td>(180 hours)</td>
</tr>
<tr>
<td>Learning Unit</td>
<td>Duration</td>
</tr>
<tr>
<td>Access for Business</td>
<td>10 hours</td>
</tr>
<tr>
<td>Business Communications</td>
<td>15 hours</td>
</tr>
<tr>
<td>Career Development</td>
<td>10 hours</td>
</tr>
<tr>
<td>Creativity</td>
<td>10 hours</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>10 hours</td>
</tr>
<tr>
<td>Excel for Business</td>
<td>10 hours</td>
</tr>
<tr>
<td>Leadership</td>
<td>10 hours</td>
</tr>
<tr>
<td>Management Skills</td>
<td>25 hours</td>
</tr>
<tr>
<td>Personal Development</td>
<td>10 hours</td>
</tr>
<tr>
<td>Presentations &amp; Public Speaking</td>
<td>10 hours</td>
</tr>
<tr>
<td>Self Motivation and Management</td>
<td>15 hours</td>
</tr>
<tr>
<td>Team Working</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

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”.

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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:

<table>
<thead>
<tr>
<th>Month</th>
<th>Internship</th>
<th>Module 1</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month 1</td>
<td>35 hours</td>
<td>35 hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work based (integrated) learning</td>
<td>Corporate structure, organization, business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 hours</td>
<td>ethics &amp; corporate social responsibility</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15 hours</td>
</tr>
<tr>
<td>Month 2</td>
<td>35 hours</td>
<td>Self Motivation and Management</td>
<td>Business Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 hours</td>
<td>10 hours</td>
</tr>
<tr>
<td>Month 3</td>
<td>45 hours</td>
<td>Emotional Intelligence</td>
<td>Business Finance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 hours</td>
<td>10 hours</td>
</tr>
<tr>
<td>Month 4</td>
<td>40 hours</td>
<td>Team Working</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 hours</td>
<td>10 hours</td>
</tr>
<tr>
<td>Month 5</td>
<td>35 hours</td>
<td>Creativity</td>
<td>Marketing and Communications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 hours</td>
<td>15 hours</td>
</tr>
<tr>
<td>Month 6</td>
<td>35 hours</td>
<td>Leadership</td>
<td>Business Models</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 hours</td>
<td>10 hours</td>
</tr>
<tr>
<td>Month 7</td>
<td>35 hours</td>
<td>Presentations and Public Speaking</td>
<td>Project Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 hours</td>
<td>15 hours</td>
</tr>
<tr>
<td>Month 8</td>
<td>35 hours</td>
<td>Personal Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 hours</td>
<td></td>
</tr>
<tr>
<td>Month 9</td>
<td>35 hours</td>
<td>Career Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 hours</td>
<td></td>
</tr>
</tbody>
</table>

Business Plan 75 hours
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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access for Business</td>
<td>11</td>
</tr>
<tr>
<td>Business Communication</td>
<td>14</td>
</tr>
<tr>
<td>Business Finance</td>
<td>17</td>
</tr>
<tr>
<td>Business Law</td>
<td>19</td>
</tr>
<tr>
<td>Business Models</td>
<td>21</td>
</tr>
<tr>
<td>Business Plan</td>
<td>23</td>
</tr>
<tr>
<td>Career Development</td>
<td>25</td>
</tr>
<tr>
<td>Corporate Structure, Organisation, Business Ethics and Corporate Social Responsibility</td>
<td>28</td>
</tr>
<tr>
<td>Creativity</td>
<td>31</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>33</td>
</tr>
<tr>
<td>Excel for Business</td>
<td>35</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>38</td>
</tr>
<tr>
<td>Leadership</td>
<td>40</td>
</tr>
<tr>
<td>Management Skills</td>
<td>43</td>
</tr>
<tr>
<td>Marketing and Communications</td>
<td>45</td>
</tr>
<tr>
<td>Personal Development</td>
<td>49</td>
</tr>
<tr>
<td>Presentations and Public Speaking</td>
<td>52</td>
</tr>
<tr>
<td>Project Management</td>
<td>54</td>
</tr>
<tr>
<td>Results Based Management</td>
<td>57</td>
</tr>
<tr>
<td>Self-Motivation and Management</td>
<td>59</td>
</tr>
<tr>
<td>Team Working</td>
<td>62</td>
</tr>
<tr>
<td>Work Based (Integrated) Learning</td>
<td>65</td>
</tr>
</tbody>
</table>
Access for Business

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 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 Microsoft 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):

- 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
- Access help - Office Support: https://support.office.com/en-us/article/Access- help-29d7b83c-3b06-41ca-b38b-483b6d5efb1b

Schedule of PS/MU:

<table>
<thead>
<tr>
<th>No</th>
<th>Main PS/MU Topics</th>
<th>Presenter</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Access</td>
<td>Lector</td>
<td>Exercise classes, 1 hour</td>
</tr>
<tr>
<td>2</td>
<td>Exploring Access</td>
<td>Lector</td>
<td>Exercise classes, 45m</td>
</tr>
<tr>
<td>3</td>
<td>Creating a Database and Tables</td>
<td>Lector</td>
<td>Exercise classes, 1 hour 30m</td>
</tr>
<tr>
<td>4</td>
<td>Importing and Exporting Data</td>
<td>Lector</td>
<td>Exercise classes, 30m</td>
</tr>
<tr>
<td>5</td>
<td>Modifying Table Design</td>
<td>Lector</td>
<td>Exercise classes, 45m</td>
</tr>
<tr>
<td>6</td>
<td>Advanced Table Design</td>
<td>Lector</td>
<td>Exercise classes, 1 hour</td>
</tr>
<tr>
<td>7</td>
<td>Working with Forms</td>
<td>Lector</td>
<td>Exercise classes, 1 hour 15m</td>
</tr>
<tr>
<td>8</td>
<td>Querying Data</td>
<td>Lector</td>
<td>Exercise classes, 1 hour 45m</td>
</tr>
<tr>
<td>9</td>
<td>Working with Reports</td>
<td>Lector</td>
<td>Exercise classes, 1 hour 15m</td>
</tr>
<tr>
<td>10</td>
<td>Security and Sharing Data</td>
<td>Lector</td>
<td>Exercise classes, 15m</td>
</tr>
<tr>
<td><strong>Course Annotation:</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Aims and Objectives:</strong></th>
</tr>
</thead>
</table>
| • 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 |

<table>
<thead>
<tr>
<th><strong>Expected Learning Outcomes:</strong></th>
</tr>
</thead>
</table>
| **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. |

<table>
<thead>
<tr>
<th><strong>Transversal and Specific Competences to be acquired / reinforced:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to communicate in writing and orally face to face and in a team; Ability to solve conflicts.</td>
</tr>
</tbody>
</table>
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):

- Becky Rupiper-Greene - Professional Image. https://www.youtube.com/watch?v=gUPYyLGXF
- Body Language. The Ultimate Guide. https://www.youtube.com/watch?v=ODxSRXnQnas
- Collins J. (2001). Kaip įtaigiai kalbėti ir veikti auditoriją: tobulėsnio mąstymo ir darbo būtinasis vadovas,
- Exploring non verbal communication. http://nonverbal.ucsc.edu/
- Make Body Language Your Superpower. https://www.youtube.com/watch?v=ODxSRXnQnas
- Men’s Dress Codes | Social Dress Codes for Men. https://www.youtube.com/watch?v=ODxSRXnQnas
- What is business attire. http://humanresources.about.com/od/glossaryb/g/what-is-business-attire.htm
### Schedule of PS/MU:

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

<table>
<thead>
<tr>
<th>PS/MU code: 2016–GP(ISCED-7+)-001-VU</th>
<th>Language of instruction: <strong>English</strong>, <strong>Lithuanian</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year, level, number-university</td>
<td>Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+))</td>
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<tr>
<td>PS/MU credits: 1 ECTS</td>
<td>Assessment form: Theory, <strong>Project</strong>, Presentation, Test ...</td>
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</table>

### 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):

- Case study presentations.

Schedule of PS/MU:

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<thead>
<tr>
<th>No</th>
<th>Main PS/MU Topics</th>
<th>Presenter</th>
<th>Form</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Cash Flow Valuation</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>2</td>
<td>Stock Valuation</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>3</td>
<td>Net Present Value and other Investment Criteria</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>4</td>
<td>Making Capital Investment Decisions</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>5</td>
<td>Financial Leverage and Capital Structure Policy</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
</tbody>
</table>
**Business Law**

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<tr>
<td>Year, level, number-university</td>
<td>Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)</td>
</tr>
<tr>
<td>PS/MU credits: 1 ECTS</td>
<td>Assessment form: Theory, Project, Presentation, Test …</td>
</tr>
</tbody>
</table>

**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.
- Relevant court practice.

Schedule of PS/MU:

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<tr>
<th>No</th>
<th>Main PS/MU Topics</th>
<th>Presenter</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Corporate law</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>2</td>
<td>Contracts</td>
<td>Lector</td>
<td>Lection, 4 hours</td>
</tr>
<tr>
<td>3</td>
<td>Intellectual property</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>4</td>
<td>Employment law</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
</tbody>
</table>
Business Models

Language of instruction: English, Lithuanian

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

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):**
- Kotler, Ph.et al. (2003), Rinkodaros principai (3-ias leidimas), UAB “Poligrafija ir informatika”, 2003.
- 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/](http://cnx.org/content/m35356/1.4/)
- Business models and marketing – Identifying market needs. [http://cnx.org/content/m35351/1.4/](http://cnx.org/content/m35351/1.4/)
- Case study presentations
- Seminar materials

**Schedule of PS/MU:**

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<th>Main PS/MU Topics</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Consumer markets (B2C)</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>2</td>
<td>Business markets (B2B)</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>3</td>
<td>Creating competitive advantage</td>
<td>Lector</td>
<td>Seminar, 1,5 hours</td>
</tr>
<tr>
<td>4</td>
<td>New product development and product life-cycle strategies</td>
<td>Lector</td>
<td>Seminar, 1,5 hours</td>
</tr>
<tr>
<td>5</td>
<td>Distribution channels: delivering customer value</td>
<td>Lector</td>
<td>Lection, 1,5 hours</td>
</tr>
<tr>
<td>6</td>
<td>The global marketplace</td>
<td>Lector</td>
<td>Seminar, 1,5 hours</td>
</tr>
</tbody>
</table>
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):


Recommended Reading List for Students (EN, LT):

- 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](http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=4472&context=extensionhist)

Schedule of PS/MU:

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<tbody>
<tr>
<td>1</td>
<td>What students have to know before writing a business plan</td>
<td>Lector</td>
<td>Lection, 4 hours</td>
</tr>
<tr>
<td>2</td>
<td>Starting a business plan: setting the business plan goal</td>
<td>Lector</td>
<td>Lection, 4 hours</td>
</tr>
<tr>
<td>3</td>
<td>Executive summary: most important part of a business plan</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>4</td>
<td>Separate business plan elements</td>
<td>Lector</td>
<td>Lection, 6 hours</td>
</tr>
<tr>
<td>5</td>
<td>Financial plan and assessment of risks</td>
<td>Lector</td>
<td>Seminar, 6 hours</td>
</tr>
<tr>
<td>6</td>
<td>How to attract investors and funding</td>
<td>Lector</td>
<td>Lection, 4 hours</td>
</tr>
<tr>
<td>7</td>
<td>Practical part: writing a business plan</td>
<td>Lector</td>
<td>Seminar, 20 hours</td>
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<tr>
<td></td>
<td>Students</td>
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<td>Student presentations, 2 hours</td>
</tr>
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</table>
Career Development

Language of instruction: English, 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:


### Recommended Reading List for Students:

- Bill Clinton on life-long learning. [https://www.youtube.com/watch?v=L_nUOfaWEC4](https://www.youtube.com/watch?v=L_nUOfaWEC4)
- Winning Job Search Case Study. [https://www.brantjobs.ca/winning-job-search-case-study.htm#VzSXefmLTIU3](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](http://jobsearch.about.com/od/interviewquestionsanswers/a/top-20-interview-questions.htm)
### Schedule of PS/MU:

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<tbody>
<tr>
<td>1</td>
<td>Analysis of Career Opportunities</td>
<td>Lector</td>
<td>Lecture, presentation, self-study</td>
</tr>
<tr>
<td>2</td>
<td>Career strategy implementation</td>
<td>Lector</td>
<td>Lecture, presentation, self-study</td>
</tr>
<tr>
<td>3</td>
<td>Adaptation to the new job position</td>
<td>Lector</td>
<td>Lecture, group work, self-study</td>
</tr>
</tbody>
</table>
Corporate Structure, Organisation, Business Ethics and Corporate Social Responsibility

Language of instruction: English, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-001-VU
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):

- 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):

- Seminar materials (provided in the class)

Schedule of PS/MU:

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<tr>
<td>1</td>
<td>Introduction: organization, management and business environment</td>
<td>Lector</td>
<td>Lection with integrated seminar, 2 hours</td>
</tr>
<tr>
<td>2</td>
<td>Hierarchy, corporate structures and corporate culture</td>
<td>Lector</td>
<td>Lection with integrated seminar, 2 hours</td>
</tr>
<tr>
<td>3</td>
<td>Management functions: planning, organizing, leading, controlling</td>
<td>Lector</td>
<td>Lection, 2 hours Seminar, 1 hour</td>
</tr>
<tr>
<td>4</td>
<td>Ethical misconduct in business, ethical decision making and ethical policies</td>
<td>Lector</td>
<td>Lection, 2 hours Seminar, 1 hour</td>
</tr>
<tr>
<td>5</td>
<td>Corporate social responsibility and sustainable development</td>
<td>Lector</td>
<td>Lection, 2 hours Seminar, 1 hour</td>
</tr>
<tr>
<td>6</td>
<td>Cross-cultural management and ethics</td>
<td>Lector</td>
<td>Lection with integrated seminar, 2 hours</td>
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</tbody>
</table>
## Creativity

**PS/MU code:** 2016–GP(ISCED-7+)-001-VGTU  
**Level:** Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+))  
**Year, level, number-university:**  
**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, brainstorm, 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.

Schedule of PS/MU:

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<tbody>
<tr>
<td>1</td>
<td>Creativity and Creative Process</td>
<td>Lector</td>
<td>Lection, 3 hours</td>
</tr>
<tr>
<td>2</td>
<td>Creative Ideas</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>3</td>
<td>The Assessment of Creative Ideas in Our Environment</td>
<td>Lector</td>
<td>Seminar, 5 hours</td>
</tr>
</tbody>
</table>
Emotional Intelligence

Language of instruction: English, Lithuanian

PS/MU code: 2016–GP(ISCED-7+)-003a-VMU

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):

- 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/

Recommended Reading List for Students (EN, LT):

- Video Emotional Intelligence: How Good Leaders Become Great -- UC Davis Executive Leadership Program
- Video Emotional Intelligence at work training video: how to develop El. https://www.youtube.com/watch?v=hlFPjCwiTxA
- Presentation of different instruments for the Emotional Intelligence assessments. http://www.eiconsortium.org/

Schedule of PS/MU:

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

Language of instruction: English, Lithuanian

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 learning unit topic.
• Books about Microsoft Excel.
• Tasks for practical exercises.
• Practice files for exercises.
• Free Online Resources.
Recommended Reading List for Students (EN, LT):


Schedule of PS/MU:

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

Language of instruction: English, Lithuanian

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:
Understand 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 tools; 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):


Recommended Reading List for Students (EN, LT):

- Emerald database: http://www.emeraldinsight.com
- Ebsco database: http://www.ebsco.com
- Cambridge Journals database: http://journals.cambridge.org/

Schedule of PS/MU:

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<tr>
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<tbody>
<tr>
<td>1</td>
<td>HR policy and culture</td>
<td>Lector</td>
<td>Lecture, Workshop, 3 hours</td>
</tr>
<tr>
<td>2</td>
<td>Employee recruitment and selection</td>
<td>Lector</td>
<td>Lecture, Workshop, 4 hours</td>
</tr>
<tr>
<td>3</td>
<td>Performance management</td>
<td>Lector</td>
<td>Lecture, Workshop, 4 hours</td>
</tr>
<tr>
<td>4</td>
<td>Reward management</td>
<td>Lector</td>
<td>Lecture, Workshop, 3 hours</td>
</tr>
</tbody>
</table>
## Leadership

**PS/MU code:** VYTAUTAS MAGNUS UNIVERSITY  
**Year, level, number-university:** Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+))  
**PS/MU credits:** 1 ECTS  
**Language of instruction:** English, Lithuanian  
**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 “Leadership”** – 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):

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:

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<tbody>
<tr>
<td>1</td>
<td>The nature of leadership</td>
<td>Lector</td>
<td>Lecture, 1 hour</td>
</tr>
<tr>
<td>2</td>
<td>Leaders profile and behaviour</td>
<td>Lector</td>
<td>Lecture, 1 hour</td>
</tr>
<tr>
<td>3</td>
<td>Main leadership theories</td>
<td>Lector</td>
<td>Lecture, Seminar, Case study, 3 hours</td>
</tr>
<tr>
<td>4</td>
<td>Development of leadership competence</td>
<td>Lector</td>
<td>Seminar, Case-study, couching, 5 hours</td>
</tr>
</tbody>
</table>
Management Skills

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: 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):
- Organization Science: http://orgsci.journal.informs.org/current.dtl

Recommended Reading List for Students (EN, LT):
- 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:

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</thead>
<tbody>
<tr>
<td>1</td>
<td>Decision making</td>
<td>Lector</td>
<td>Lecture, Workshop, 5 hours</td>
</tr>
<tr>
<td>2</td>
<td>Negotiation</td>
<td>Lector</td>
<td>Lecture, Workshop, 4 hours</td>
</tr>
<tr>
<td>3</td>
<td>Conflicts management</td>
<td>Lector</td>
<td>Lecture, Workshop, 4 hours</td>
</tr>
<tr>
<td>4</td>
<td>Delegation</td>
<td>Lector</td>
<td>Lecture, Workshop, 4 hours</td>
</tr>
<tr>
<td>5</td>
<td>Change management</td>
<td>Lector</td>
<td>Lecture, Workshop, 8 hours</td>
</tr>
</tbody>
</table>
Marketing and Communications

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):

- Kayode, O. (2014), *Marketing Communications*. (eBook at bookboon.com)

Recommended Reading List for Students (EN, LT):

- Rusonis, Ch. (2015), The optimization benchmark. The Race to Find the Ideal Customer Experience. 2015.


Schedule of PS/MU:

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<tr>
<th>No</th>
<th>Main PS/MU Topics</th>
<th>Presenter</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marketing: Creating and Capturing Customer Value</td>
<td>Lector</td>
<td>Lection, 1.5 hours</td>
</tr>
<tr>
<td>2</td>
<td>Company and Marketing Strategy: Partnering to Build Customer Relationships</td>
<td>Lector</td>
<td>Lection, 1.5 hours</td>
</tr>
<tr>
<td>3</td>
<td>Products, Services, Brands: Building Customer Value</td>
<td>Lector</td>
<td>Seminar, 2 hours</td>
</tr>
<tr>
<td>4</td>
<td>Pricing: Understanding and Capturing Customer Value</td>
<td>Lector</td>
<td>Seminar, 2 hours</td>
</tr>
<tr>
<td>5</td>
<td>Retailing and Wholesaling</td>
<td>Lector</td>
<td>Seminar, 1.5 hours</td>
</tr>
<tr>
<td>6</td>
<td>Promotion: Advertising, Public Relations, Personal Selling and Sales Promotion</td>
<td>Lector</td>
<td>Seminar, 2 hours</td>
</tr>
<tr>
<td>7</td>
<td>Communicating Customer Value: Integrated Marketing Communications Strategy</td>
<td>Lector</td>
<td>Lection, 3 hours</td>
</tr>
<tr>
<td>8</td>
<td>Direct and Online Marketing: Building Direct Customer Relationships</td>
<td>Lector</td>
<td>Seminar, 1.5 hours</td>
</tr>
</tbody>
</table>

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:

- Kotler, Ph.et al. (2003), Rinkodaros principai (3-ias leidimas), UAB “Poligrafija ir informatika”, 2003.

Recommended Reading List for Students:

Personal Development

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 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 of 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 Management Information System karjera.lt [https://karjera.lt/](https://karjera.lt/)
- 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):

- Seminar materials (provided in the class)

Schedule of PS/MU:

<table>
<thead>
<tr>
<th>No</th>
<th>Main PS/MU Topics</th>
<th>Presenter</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-awareness</td>
<td>Lector</td>
<td>Lection with integrated seminar, 3 hours</td>
</tr>
<tr>
<td>2</td>
<td>Life vision, mission and goals</td>
<td>Lector</td>
<td>Lection with integrated seminar, 3 hours</td>
</tr>
<tr>
<td>3</td>
<td>Life balance</td>
<td>Lector</td>
<td>Lection with integrated seminar, 4 hours</td>
</tr>
</tbody>
</table>
Presentations and Public Speaking

<table>
<thead>
<tr>
<th>PS/MU code: 2016–GP(ISCED-7+)-003-VGTU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year, level, number-university</td>
</tr>
<tr>
<td>Level: Graduate Programme (GP) after Master studies (ISCED-7) (GP(ISCED-7+)</td>
</tr>
<tr>
<td>PS/MU credits: 1 ECTS</td>
</tr>
</tbody>
</table>

Language of instruction: English, Lithuanian

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):

Schedule of PS/MU:

<table>
<thead>
<tr>
<th>No</th>
<th>Main PS/MU Topics</th>
<th>Presenter</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Presentations</td>
<td>Lector</td>
<td>Lection, 3 hours</td>
</tr>
<tr>
<td>2</td>
<td>Public speaking</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>3</td>
<td>Assessment of public speaking and presentations</td>
<td>Lector</td>
<td>Seminar, 5 hours</td>
</tr>
</tbody>
</table>
### Project Management

**Language of instruction:** English, 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):


### Recommended Reading List for Students (EN, LT):

- The beginners guide to project management methodologies http://wordpress.viu.ca/profsaghaiprojectmanagement/files/2015/02/the_beginners_guide_to_project_management_methodologies.pdf
- The history of project management. https://www.youtube.com/watch?v=C1uxCBx2-UQ
- Top project management tools. http://www.capterra.com/project-management-software/
• https://journals.tdl.org/llm/index.php/llm/article/viewFile/7011/62124

Schedule of PS/MU:

<table>
<thead>
<tr>
<th>No</th>
<th>Main PS/MU Topics</th>
<th>Presenter</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Project Management: Concepts and Phases</td>
<td>Lector</td>
<td>Lecture, case analysis</td>
</tr>
<tr>
<td>2</td>
<td>Project Initiation</td>
<td>Lector</td>
<td>Lecture, group work</td>
</tr>
<tr>
<td>3</td>
<td>Project Planning</td>
<td>Lector</td>
<td>Lecture, group work</td>
</tr>
<tr>
<td>4</td>
<td>Project Execution: Monitoring and Control</td>
<td>Lector</td>
<td>Lecture, group work</td>
</tr>
<tr>
<td>5</td>
<td>Project Closure</td>
<td>Lector</td>
<td>Lecture, group work, presentation</td>
</tr>
<tr>
<td><strong>Course Annotation:</strong></td>
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<tr>
<td>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.</td>
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<table>
<thead>
<tr>
<th><strong>Aims and Objectives:</strong></th>
</tr>
</thead>
</table>
| • 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. |

<table>
<thead>
<tr>
<th><strong>Expected Learning Outcomes:</strong></th>
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</table>
| **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. |

<table>
<thead>
<tr>
<th><strong>Transversal and Specific Competences to be acquired / reinforced:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Results measurement and management.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Assessment Criteria:</strong></th>
</tr>
</thead>
</table>
| • 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. |

<table>
<thead>
<tr>
<th><strong>Teaching Methods Recommended:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
Teaching Materials and Resources (EN):

- RBM Management Tools at CIDA:
- Glossary of key terms in evaluation and results based management, OECD DAC (2002)
- Results-based Management in CIDA: An Introductory Guide to the Concepts and Principles.
  - http://cida-ecco.org/CIDARoadMap/RoadMapEnvoy/documents/RBM%20Intro%20Guidenew.html

Recommended Reading List for Students (EN, LT):


Schedule of PS/MU:

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

Language of instruction: English, 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 orientated 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):

- **Task 2 for the seminar (second topic)** – group work Labyrinth. [http://insight.typepad.co.uk/labyrinth.pdf](http://insight.typepad.co.uk/labyrinth.pdf)

### Recommended Reading List for Students (EN, LT):

- Video – Employability skills – self management. [https://www.youtube.com/watch?v=EdM45YNJg98](https://www.youtube.com/watch?v=EdM45YNJg98)
## Schedule of PS/MU:

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

Language of instruction: English, Lithuanian

PS/MU code: VYTAUTAS MAGNUS UNIVERSITY
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, 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):


Recommended Reading List for Students (EN, LT):

- Tests for evaluating personal role in group processes
- Presentations from Tedx conferences. [www.ted.com](http://www.ted.com)
- Case study presentations
- Seminar materials
- Video material (films)
- Books
## Schedule of PS/MU:

<table>
<thead>
<tr>
<th>No</th>
<th>Main PS/MU Topics</th>
<th>Presenter</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Group concept definition</td>
<td>Lector</td>
<td>Lecture, Seminar, Case study, 3 hours</td>
</tr>
<tr>
<td>2</td>
<td>Team concept and five-stage model</td>
<td>Lector</td>
<td>Lecture, Seminar, Case study, 3 hours</td>
</tr>
<tr>
<td>3</td>
<td>Development of Team Working competence</td>
<td>Lector</td>
<td>Seminar, Case-study, couching, 9 hours</td>
</tr>
</tbody>
</table>
# Work Based (Integrated) Learning

**Language of instruction:** English, Lithuanian

**PS/MU code:** 2016–GP(ISCED-7+)-001-VU

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

**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:**

Epistemology 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. [Link to paper]

Recommended Reading List for Students (EN, LT):


### Schedule of PS/MU:

<table>
<thead>
<tr>
<th>No</th>
<th>Main PS/MU Topics</th>
<th>Presenter</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Epistemology of work integrated learning (or work based learning) and models</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>2</td>
<td>Work based learning: curriculum and didactical system</td>
<td>Lector</td>
<td>Lection, 2 hours</td>
</tr>
<tr>
<td>3</td>
<td>Work based projects in work integrated learning model</td>
<td>Lector</td>
<td>Seminar, 3 hours</td>
</tr>
<tr>
<td>4</td>
<td>Assessment of learning outcomes in work integrated and constructive learning environment</td>
<td>Lector</td>
<td>Seminar, 3 hours</td>
</tr>
</tbody>
</table>
7. ANNEX II: LIST OF PARTICIPATING PROFESSORS AND LECTURERS

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