O2-A2 Peer learning materials on Development of Curriculum for Graduate Schemes

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1. Frame of Reference and Background information

This working document is meant to be used as the base for 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.

The GRADual project

The GRADual Strategic Partnership and Project – Increasing Students/Graduates Employment Readiness18 – aims at maximising intermediary organisations' role in terms of innovative and cost-efficient services provided 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 Vytautas Magnus University, Klaipeda University, Vilnius Gediminas Technical University, and Vilnius University from Lithuania; and Universidad Camilo José Cela from Spain), and a high impact Lithuanian NGO (Global Lithuanian Leaders) connecting international professionals.

The proposed setup brings together prominent actors in their respective countries having similar organisational goals and solid track records of promoting university-business cooperation, entrepreneurial education and investing in future business leaders with distinctive organisational structures, operational models, partnership strategies and more importantly work methods, approaches and instruments.

The project also addresses participating universities capacities in a) knowledge transfer, b) proposing innovative education and c) enhancing their students' and graduates' employment readiness by forging working level partnerships with employers and relevant like-minded organisations.

The cooperation within a transnational strategic partnership will contribute to the transferability of the project results within the established learning network and beyond, working closely with employers in order to minimise the current skills gap and thus contributing to more effective preparation of students and graduates for the job market.

During its first year of activities, the GRADual project has produced two fundamental documents for the design of the graduate internship scheme to be put in place in participating Lithuanian universities:

- Guidelines on Establishing and Effectively Running Student/Graduate Internship Programmes
- Industrial Purchasing Managers Index: Students/Graduates Employment Readiness Analysis

Guidelines on Establishing and Effectively Running Student/Graduate Internship Programmes

The *Guidelines on Establishing and Effectively Running Student/Graduate Internship Programmes* focus on: the framework for developing and running effective student and graduate internship programmes; the resources needed for the successful organisation of said programmes (legal and financial arrangements); suggested structure for internship schemes; programme management, monitoring and measurement of impact; the role and added value provided through the participation of intermediary organizations.

This document is therefore meant to be used by institutions which are active (or interested) in designing, developing, managing and/or collaborating in effective internship programmes for university students and recent graduates. In other words, higher education institutions (universities and colleges) and intermediary organizations, which provide services to universities and businesses.

Additionally, it is recommended that business representatives, employers and policy makers (at the national and EU levels) consult the information included in the Guidelines, as they provide a detailed perspective, which is based on the experience of GRADual Strategic Partnership members, and on the different aspects which can contribute to successfully attaining the objectives outlined for student/graduate internships and internship programmes.

The full text of the *Guidelines on Establishing and Effectively Running Student/Graduate Internship Programmes*is included as Annex 1 of this working document.

Industrial Purchasing Managers Index: Students/Graduates Employment Readiness Analysis

As a member of the GRADual Strategic Partnership and project, the Lithuanian Confederation of Industrialists (LPK) conducted a survey addressed to CEOs of the largest 150 Lithuanian companies in six industrial sectors in which they were asked to identify the gaps between the skills and competences held by recent higher education graduates and those that the employers are missing when recruiting them.

Amongst other items, results from the survey point outthat:

- 34% of the respondents claim that young university graduates lack practical skills and that the best way to acquire them is through mentoring in the workplace (32.9%), local internships (26%), and gaining knowledge at the university (19%).

- 28.6% of respondents suggest that young professionals lack good professional knowledge. In particular, employers identified specific areas in which recent graduates lack the necessary knowledge: Project Management (13.7%), Innovation Management (12.1%), Computer Skills (data bases, spreadsheets etc.) (10.5%).

Respondents commented that the solutions to the challenges identified should be sought in cooperation between educational providers and business. A number of answers suggested that universities should develop special programs to help bridge existing gaps and to ensure that young people have the opportunity to acquire the instrumental, personal and systemic skills needed in the workplace.

The full text of the *Industrial Purchasing Managers Index on Students/Graduates Employment Readiness Analysis* is included as Annex 2 of this working document.

2. Programme Objectives

The GRADual graduate scheme seeks to improve graduate employability and employment readiness through a pioneer programme which combines an in-company internship and an academicblended-learning model.

The programme sets clear objectives for the three groups of stakeholders involved:

- For Higher Education Institutions:
    - To offer graduates the opportunity of acquiring the personal and professional skills required by the Lithuanian companies, thus increasing their employability and employment readiness.
    - To strength cooperation with the private sector, facilitating a closer alignment between higher education and business.
    - To proactively respond to societal demands beyond its traditional roles as research and teaching institutions.

- For Business:
    - To bridge the existing skills gapbetween graduate profiles and business requirements.
    - To improve student and graduate recruitment strategies and promote early career development policies.
    - To strengthen the commitment and visibility of business engagement in internships as part of sound human capital development strategy.
    - To benefit from a new profit on the investment made, either during the internship or soon after by employing a fully trained worker.

- For Graduates:
    - To apply the knowledge acquired in the classroom in a real work environment.
    - To discover confirm, or rule out an interest in a particular career.
    - To acquire the personal and professional skills and competences needed to meet the changing needs of employers in the framework of a highly competitive global job market.
    - To gain practical and professional experience in a given field.
    - To set the building blocks of their professional career and development.

In order to achieve these goals, the programme will provide transversal training geared to benefit all types of graduate profiles and to meet the needs of all types of organisations.

Programme contents will therefore be designed to:

- Improve graduates' employability
- Build graduates' leadership capacity
- Enhance graduates' entrepreneurial mindset, creativity and innovation
- Foster critical thinking
- Provide graduates with the adequate tools for effective career development

3. General Programme Structure

As pointed out in the *Guidelines on Establishing and Effectively Running Student/Graduate Internship Programmes, s*tudent/graduate internship programmes may be promoted and managed by a single university, with its own internal resources, or in alliance with an intermediary organisation (IO).

Whenever possible, it is recommended to establish partnerships between one or several universities with an IO.

Partnerships and alliances with intermediary organisations prove to be specially beneficial as they enable promoting institutions to:

- Pool resources.
- Unify programme procedures.
- Simplify programme management for participating universities and host organisations.
- Design broader, more inclusive programmes for the "general public", as well as specialised schemes to meet specific academic or business needs.
- Reach out to a larger number of potential host organisations, enhancing engagement and ensuring programme sustainability.
- Facilitate communication with universities, offering one single communication channel to potential or selected host organisations.
- Reach out to a wider universe of students/graduates, providing them with equal access to more opportunities to increase their employability and improve their employment readiness.
- Contribute to capacity building among participating universities.

In the specific case of the GRADual programme to be put in place in Lithuania, there are two possible options for programme delivery and management:

- An alliance between Partners 4Value (as the managing IO), the 5 participating universities (with a distribution of academic responsibilities established according to their respective areas of expertise and availability of teaching staff and academic tutors), and the host organizations.

- A single university, with its own host organisations and, if considered appropriate, Partners 4 Value (as the managing IO).

General Programme Structure (60 ECTS)		
Practical Training	9 month in-company internship with a pre-established learning itinerary defined by the company 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-class workshops at the University (80 hours total).	48 ECTS
Academic Programme	300 hours of academic training structured in two modules focused on: - Personal and Professional Skills - Business and Management The different study units may have a duration of 10, 15 or 20 hours and will be delivered online (220 hours total) or as in-class workshops (80 hours total). Online units may be designed for PC and/or iPad using PDF and PPT documents, eBooks, gamification, individual and/or group projects, etc. In-class workshops will be based primarily on interactive group activities and 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) ▪ at pre-established periods of the internship (for example, 20 hours each at months 2, 4, 6 and 8). The programme calendar will be designed in such a way that online units do not coincide with in-class workshops. All units will be instructed in English to ensure transferability.	12 ECTS

4. Proposed Academic Programme

Based on the results of the survey carried out by LPK amongst Lithuanian employers, the learning contents of the academic programme will be centred around two modules:

- Personal and Professional Skills
- Business and Management

Each module will contain different learning units which may have a duration of 10, 15 or 20 hours.

The learning units will either be delivered online or as in-class workshops, depending on the nature of the subject to be addressed.

All units will be instructed in English to ensure transferability.

Programme Syllabus

The following pages include detailed information on the different learning units proposed for the GRADual programme.

This proposal will be open to discussion during the intensive training on development of curriculum for graduate programme/s scheduled for April 4th to 8th, 2016. Participating lecturers will be expected to analyse the relevance of each unit, their specific content and expected learning outcomes, the number of hours allotted to each unit, and the selected learning methodology.

The proposed units shall either be validated, modified, eliminated or substituted by an alternative unit. In any case, the total number of hours of instruction must be the equivalent of 12 ECTS (300 hours of instruction + student work time).

The final list of units agreed upon during the Intensive Training will be developed by the lectures during the months of April, May and June 2016, according to the schedule established in the follow-up workplan.

Module 1: Personal and Professional Skills (210 hours)

Unit	Duration and teaching method
Emotional Intelligence	15 hours - online
Self Motivation	10 hours - online
Self Management	10 hours - online
Change Management	10 hours - online
Team Working	10 hours - in-class workshop

Creativity and Innovation	10 hours - in-class workshop
Public Speaking	20 hours - in-class workshop
Presentations	20 hours - in-class workshop
Negotiation	10 hours - in-class workshop
Leadership	10 hours - in-class workshop
Delegation	15 hours - online
Career Development and Decision Making	10 hours - online
Professional Development and Leadership	10 hours - online
Personal Development Plan	10 hours - online
Excel for Business	20 hours - online
Access for Business	20 hours - online

Course descriptions

EMOTIONAL INTELLIGENCE (15 hours online)	
Description	We take the importance of emotional intelligence (EI) for granted in our working day, it's a given, it's a door opener to leadership and career success. However, EI is increasingly the differentiator in those leaders who excel. Emotional Intelligence is defined as: "A set of emotional and social skills that influence the way we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way." Why is EI so important? It has been proven to be a key success factor for leaders who develop their awareness, skills and competencies in this area. And yes, EI is learnable and can be developed. Perhaps more importantly, current research supports that leaders can derail their careers if they don't develop skills in EI critical areas such as: relationship building and self-management during stressful or changing times.
Expected Learning Outcomes	Develop a practical understanding of what Emotional Intelligence is and its value to your optimum life and leadership development. Learn key leadership detailers and assess your own development path. Utilize your assessment to celebrate personal strengths and identify opportunities for change. Develop a personal EQ-in-Action Plan resulting in demonstrable and measurable change using numerous resources you will receive during the day.

SELF MOTIVATION (10hours online)	
Description	There is a growing realization that traditional models of motivation do not explain the diversity of behaviour found in organizational settings. While research and theory building in the areas of goal setting, reward systems, leadership, and job design have advanced our understanding of organizational behaviour, most of this work is built on the premise that individuals act in ways to maximize the value of exchange with the organization. In an effort to address these issues, some researchers have turned to self-theory as an alternative explanation for organizational behaviour. Specifically, social identity theory, self-presentation theory, and self-efficacy theory, are all fundamentally rooted in the concept of self. What is missing is a model of the self-concept that clearly defines these constructs and explains how they can be integrated with traditional work motivation models. Specifically, four reasons for developing a self-concept based motivation model are: 1. The need to explain non-calculative-based work behaviour 2. The need to better account for internal sources of motivation 3. The need to integrate dispositional and situational explanations of behaviour 4. The need to integrate existing self-based theories in the literature **The structure of the self concept:** The Perceived Self; Dimension of Self Perceptions; The Ideal Self; Self Esteem **The development of the self concept:** Task Feedback; Social Feedback; Development of The Ideal Self; Development of Social Identities **How the self concept influences behaviour in organizations:** High and weakly held self concept, outer directed, using an ordinal standard; High and weakly held self concept, inner directed, using a fixed standard. **The impact of self concept on motivational processes:** Expectancy; Attribution; Cognitive Dissonance; Reinforcement.
Expected Learning Outcomes	Execute specific strategies to engage students throughout their learning. Assess students' engagement. Use four categories of strategies on a daily basis: effective pacing; demonstrating intensity and enthusiasm; building positive teacher-student and student-student relationships; using effective verbal feedback.

SELF MANAGEMENT (10 hours online)	
Description	The course is aimed at providing the student with the different components involved in the self-managing leadership process. The process of change can be understood in its correct perspective and the student can learn how to move from concrete things to abstract things by a process of step-by-step thinking and reflection. The principle message this gives is “If you always think what you have always thought; you will always do what you have always done.” ”If you always do what you have always done; you will always get what you have always got.”
Expected Learning Outcomes	Facts and insights, Purpose and values, Vision and Barriers, Strategies, Action plan and implementation, Usefulness of a planning model
CHANGE MANAGEMENT (10 hours online)	
Description	This course enables students to learn about leadership and followership so that they will be able to offer not only analysis and advice, but also leadership.
Expected Learning Outcomes	Have a clear sense of the purpose of leadership, the ethical dimensions of leadership, and the relationship between leaders and followers in a free society. Be able to use multiple leadership concepts to understand change situations and enhance effectiveness in the change process as a leader and a follower. Understand the impact of individual differences and different situations on the practice of leadership. Understand current strengths and weaknesses as a leader and as a follower, and develop a personal approach to the practice of leadership. Enhance student's ability to participate in and to lead a small group with an interdependent task. Enhance student's ability to think critically, to analyse complex and diverse concepts, and to use his/her reasoning, judgment and imagination to create new possibilities in leadership situations. Be able to communicate ideas clearly and persuasively orally and in writing.
TEAM WORKING (10 hours in-class workshop)	
Description	This course is aimed at providing students with a number of concepts and competencies that may be useful both the short-term, as they face decisions about their professional career, and the long-term, when they are faced with the challenge of managing larger groups in competitive environments. Developing leadership skills, rather than learning facts about them, requires a level of personal engagement, risk-taking, and group interaction. The course

	will be delivered using a mixture of interactive methods including simulations, psychological assessments, 360-degree evaluations and peer-feedback. Readings and written assignments will integrate concepts and lessons from the course.
Expected Learning Outcomes	**Working with Yourself:** Effective leaders understand their dreams and goals. Knowing their own "inner compass," they mesh their values to their decisions and are able to thrive pursing their mission despite potentially hostile environments. This element of the course will help students to clarify their personal direction and leadership goals. **Working with Others:** By being attuned to both the priorities of their group and the perceptions group members have of them, leaders are more able to mobilize group resources. This part of the course will receive more emphasis.
CREATIVITY AND INNOVATION (10 hours in-class workshop)	
Description	Students will learn techniques for improving the flexibility and originality of their thinking and will explore approaches used by managers and organizations to create and sustain high levels of innovation. Topics include: personal thinking preferences, everyday creativity and eliminating mental blocks, creative thinking techniques, idea selection approaches, teaming techniques for creativity, conditions that promote creativity, design for interaction, disruptive technologies, and intellectual property. The course uses fun and hands-on activities to stimulate innovation.
Expected Learning Outcomes	Understand building blocks of innovation. Become familiar with processes and methods of creative problem solving: observation, definition, representation, ideation, evaluation and decision-making. Enhance their creative and innovative thinking skills. Be familiar with creative and innovative thinking styles. Practice and value teaming, communication, and diversity. Understand risk taking, paradigm shift, and paradigm paralysis.
PUBLIC SPEAKING (20 hours in-class workshop)	
Description	This course is designed to increase the student's knowledge and understanding of theory and application in public speaking.
Expected Learning Outcomes	To help the student know and understand principles of effective public speaking, as well as the ethical principles and obligations in public speaking. To give practice enacting public speaking principles. To develop the skill and ability to analyse the audience.

	To prepare, research, compose and deliver public presentations. To effectively listen to public presentation messages and evaluate those messages. To develop critical public speaking analytical and persuasion techniques. To organize and support ideas. To deliver extemporaneous speeches.
PRESENTATIONS (20 hours in-class workshop)	
Description	This course provides numerous tips covering all aspects of a presentation: the importance of defining a purpose, to meet and achieve alignment with the audience, such as planning a presentation, which may be the best structure, what is the role of stories in a presentation (including technical), which is the best way to start and finish, the visual design of caring slides using images, text colour, not to mention the person, how to prepare or handle nerves, the importance of rehearsing, non-verbal communication and use of voice. The course will focus on: - Purpose and audience. - Planning a presentation. - Structure and Stories. - Visual design. - Presentation tools. - Our resources: voice, body and appearance.
Expected Learning Outcomes	Acquire the techniques to prepare and make effective presentations.
NEGOTIATION (10 hours in-class workshop)	
Description	Negotiation skills if used appropriately are a powerful tool in the arsenal of each successful manager. The time invested in mastering these skills has a ROI incomparable to any other form of investment. This course explores selected specific substantive issues of negotiation. It is divided into the following parts: • Introduction to Negotiation: Nature of Negotiation; Efficiency of Negotiators • Distributive Negotiations and Integrative Negotiation (The Harvard Method) • Dealing with Obstacles and Complicating Factors: Nonverbal Communication and Lie Detection; Rationality and Cognition; Cross-cultural Negotiation; Multiparty Negotiation The goal of the course is to practice basic negotiation skills, explain the methods and techniques that can be effectively used in the process of negotiation as well as to demonstrate how to deal with the obstacles and complicating factors.
Expected Learning Outcomes	Be familiar with the basic concepts, theories and practices of negotiation and conflict resolution.

	Understand the mechanism of creating values and achieving integrative negotiation outcomes. Know how to systematically prepare a negotiation with proper and strategic information collection regarding self, other(s), and negotiation situations. Understand the importance of and the ability of using communication and information exchange in conflict and negotiation contexts. Be equipped with the toolkits of negotiation strategies that result in achieving goals without jeopardizing relationships. A global outlook in handling conflicts with employers, colleagues, customer, business partners, and clients from different cultural/country backgrounds.
LEADERSHIP (10 hours in-class workshop)	
Description	Leadership is the ability to influence a group of people towards a goal. In this course students will increase their own leadership capacities through feedback, reflection and practice. Even though all of us have had leadership opportunities, we rarely receive the candid, insightful feedback on our actual performance that then allows us to think, act and speak more effectively in the next situation. The heart of this course is the repeated coaching and real-time feedback the students will receive on their own leadership activities from their peers and the instructor. Students will use readings, role plays, experiential exercises, and self-reflection, as well as focused coaching and feedback, to optimize their own leadership capabilities.
Expected Learning Outcomes	To enable students to understand their leadership journeys and their crucibles by reflecting upon and framing their life stories and experiences to date. To participate fully in open, intimate small-group discussions about the reflective exercises they have completed on their own. To understand why leaders lose their way and the self-awareness needed to avoid derailment. 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. To explore how to build support teams and lead an integrated life. To understand the purpose of leadership and empower other leaders, while optimizing leadership effectiveness. To create Personal Leadership Development Plans.

DELEGATION (15 hours online)	
Description	The ability to get things done through others is a critical skill for supervisors and managers. This requires an understanding of effective delegation and the use of communication and feedback to improve performance.
Expected Learning Outcomes	Discover and build on the strengths of each employee. Optimize the orientation and on boarding process. Improve employee engagement, productivity and retention. Boost their own, and their staff members', time management skills. Avoid common delegation pitfalls to drive team success.
CAREER DEVELOPMENT AND DECISION MAKING (10 hours online)	
Description	This course is designed to assist students in understanding the career development process, in order to make informed and appropriate occupational and educational decisions. Students will study key career development theories and learn how to integrate self-knowledge into occupational/life decisions, set goals, and devise strategies to attain these goals.
Expected Learning Outcomes	The student will gain an understanding of his/her personality, interests, skills, values, and how these relate to occupational options. Become familiar with key career development theories. Enhance the student´s knowledge of the world of work. Occupational alternatives will be generated through utilization of occupational resources and information interviews. Develop lifelong skills associated with career decision-making and career management. The student will learn how to make self-appropriate occupational choices and set realistic occupational/educational goals, while becoming an active agent in his/her career/life planning process.
PROFESSIONAL DEVELOPMENT AND LEADERSHIP (10 hours online)	
Description	This course is provided to help students better prepare for their transition from college into either graduate school or a career by enhancing the professional development and leadership skills necessary to be successful. The course will cover topics such as: career exploration, graduate school preparation, money management, job search, strategies, leadership and community development.

Expected Learning Outcomes	Understand how leadership skills can help with a successful transition into a professional setting. Become familiar with career development theories and models that will aid students in understanding the career development process. Become acquainted with concepts of career and graduate school planning, offering a systematic approach to life-long career decision-making. Identify and evaluate interests, skills, values, and lifestyle preferences and relate them to educational and career planning. Learn about resources and information that can be utilized in career decision making and goal setting when exploring academic and career options. Analyse job market trends and future career pathways. Develop decision-making skills and plan for reach self-determined goals. Learn basic job search and graduate school search skills and strategies. Begin to take an active role in the career and/or graduate school planning process. Increase student's awareness of employer needs and expectations. Be better prepared for the transition into a career or graduate school.
PERSONAL DEVELOPMENT PLAN (10 hours online)	
Description	This course aims to encourage participants to reflect on their own past, current and future professional development, in particular in terms of its influence and impact upon colleagues, learners and institutional development. By working with a learning advisor and by exploring a number of possible learning opportunities, they will plan a self-directed professional development program to meet their professional development needs and to develop the skills required to further their professional development at postgraduate level. Participants will be encouraged to design a strategy to support them to reflect upon and evaluate the effectiveness of their devised program and the potential impact upon their own personal development, professional growth and professional influence.
Expected Learning Outcomes	Review critically their professional experience, influence and impact, their teaching situation and professional context. Identify their professional development needs and plan targets to address them. Develop a strategy to support the achievement of targets.

	Analyse the concept of professionalism within the context of their professional practice. Identify how the process of reflective enquiry can help inform changes in their practice. Develop a teaching philosophy statement. Engage with a community of teachers and educational developers in higher education for continuing professional development, networking and ongoing support.
EXCEL FOR BUSINESS (20 hours online)	
Description	In business, data and algorithms create economic value when they reduce uncertainty about financially important outcomes. This course teaches the concepts and mathematical methods behind the most powerful and universal metrics used by Data Scientists to evaluate the uncertainty, reduction, or information gain that predictive models provide. The course will focus on: - Excel Essentials - Binary Classification - Information Measures - Linear Regression - Samples and Random Variables
Expected Learning Outcomes	Do quick calculations and create charts. Organise personal information, such as accounts and passwords. Create budgets and record expenses (accounting). Create study timetables. Read information supplied as data. Sort downloaded information, such as bank transactions. Build databases and do analysis in a work setting.
ACCESS FOR BUSINESS (20 hours online)	
Description	The companies surveyed by GRADual expressed a basic need for the incorporation of graduates based on knowledge of computerized management tools that help in day -to-day document management. One of the most important tools for information management is Access, as it helps to the user to build and run databases.
Expected Learning Outcomes	Creating and designing Access database solutions.

	Working with Access tables, relationships, keys and constraints. Querying data. Managing and designing interfaces with Access Forms. Create basic to advanced Access Reports. Automating tasks with Macros and VBA.

Module 2: Business and Management (90 hours)

Unit	Duration and teaching method
Economic Models	10 hours - online
National Business Overview	10 hours - online
Consumer Marketing and B2B Activities	10 hours - online
Customer Value Models	15 hours - online
Project Management: An Introduction	10 hours - online
Innovation	15 hours - online
Social and Business Ethics	10 hours - online
Social Responsibility	10 hours - online

Course descriptions

ECONOMIC MODELS (10 hours online)	
Description	The base of the economic system is in how the individual and society decides to use its limited resources in order to achieve their needs and requirements. It differs from one country to another, mainly due to: the ownership of the factors of production and the method used to guide economic activity. In every organized community they are mixed markets and activity of governments. The degree of market competition varies from those in which only operates a company, exercising a monopoly to perfect competition in a market in which they operate hundreds of retailers. The same happens for public intervention, ranging from minimal intervention to regulate taxes, credit, contracts and subsidies, to control wages and prices of the planned economy system prevailing in communist countries. The three most popular models to guide economic activity are: free business system (capitalism), central planning (communism), and mixed economies. This course focuses on: The formal modeling of growth and distribution within a broadly Keynesian

	and/or neo-Marxian approach. Most of the theoretical models assume a closed, one-sector, capitalist economy. Models of uneven development. Notions of uneven development have been prominent in the heterodox tradition and the modeling involves spatial and sectorial disaggregation. The relation of the models to mainstream theories of endogenous growth.
Expected Learning Outcomes	Understand the basis of economic models.
NATIONAL BUSINESS OVERVIEW (10 hours online)	
Description	This course will approach the analysis of the national business overview: current situation of business in Lithuania and the European Union, Population and Human Capital, the National Labour Market, Growth and Productivity, Foreign Sector, etc.
Expected Learning Outcomes	Students will analyze the national economy in the context of the European Union and interpret the most important economic data. The student will learn to use the main data bases of both national and European and international economic data, and to interpret them in the framework of major economic and non-economic variables. Students will acquire knowledge of the main features of the national economy and assess the interconnections that exist between countries as cause and effect of their evolution over time.
CONSUMER MARKETING AND B2B ACTIVITIES (10 hours online)	
Description	This course is about to exploring how companies handle business on B2B and B2C markets. The students will analyze consumer behavior from both the perspectives of individuals and how companies could find directions and help from their behavior patterns in various marketing activities.
Expected Learning Outcomes	The aim of the course is to generate understanding of consumer marketing and business-to-business activities. After participating in the course the student will get an understanding about and learn to: Explain the main concepts of consumer behaviour and relate to how companies could understand and translate them in their marketing action. Explain the buying process in companies and how distribution works in B2B markets. Analyse various marketing problems in B2B and B2C markets. Research and present various marketing issues.

CUSTOMER VALUE MODELS (15 hours online)	
Description	How do we define value? Can we measure it? What are our products and services actually worth to customers? Customer value models are based on assessments of the costs and benefits of a given market offering in a particular customer application. Depending on circumstances, such as availability of data and a customer's cooperation, a supplier might build a value model for an individual customer or for a market segment, drawing on data gathered from several customers in that segment. Customer value models are not easy to develop. But the experiences of suppliers that have built and used them successfully suggest several guidelines that we believe will be useful to any company attempting to define and measure value for its customers. The course will focus on: - Cultural Values: Cultural, social, and familial environments affect the formation and development of individual beliefs. In a socio-cultural environment, a set of values usually represents widely shared beliefs about what is desirable. - Personal Values as the individuals' beliefs about what are desirable to themselves. - Consumption Values as the subjective beliefs about desirable ways to attain personal values. - Consumption Schemata as the cognitive structure which organizes and represents personal ideas and beliefs about the substance of a consumption activity, such as interrelationships among complementary products, the cultural value and social meanings of the commodities, and personal preferences and affective associations. - Typology of Product Benefits. There are five product benefits that influence the consumer's choice behaviour: functional, social, emotional, epistemic, conditional. - Perceived Product Benefits: How consumers perceive and appreciate product benefits via their personal consumption values and consumption schemata.
Expected Learning Outcomes	Explore and understand the guidelines of how customer value is created.
PROJECT MANAGEMENT: AN INTRODUCTION (10 hours online)	
Description	The module is designed to provide: Basic project management skills with a strong emphasis on issues and problems associated with delivering successful projects. An understanding of the particular issues encountered in handling projects and

	to offer students methods, techniques and 'hands-on' experience in dealing with them.
Expected Learning Outcomes	Gain the knowledge and confidence to manage a project from beginning to end. Identify the different stages involved in project planning. Describe the use of a Gantt chart and the relevance of milestones in monitoring and measuring progress taking account of budget, expenditure and risk management
INNOVATION (15 hours online)	
Description	The aim of the course is to provide understandings of how innovation takes place, as well as its economic and social consequences. The focus of the course is on practices and processes that entrepreneurs and managers use to manage innovation effectively in new and existing organizations and in networks. The course design is grounded on the assumption that an integrated approach to strategy (why?) and implementation (how?) of innovation is necessary. Consequently, it incorporates examples of both successful and unsuccessful innovation projects.
Expected Learning Outcomes	Demonstrate knowledge and understanding of different aspects of innovation, and its role in business and society. Demonstrate insight into current research and developments in innovation management. Apply innovation-related theories in different settings in order to generate new approaches to innovation. Identify, evaluate and suggest solutions to challenges in large and small organizations relating to innovative performance. Demonstrate awareness of ethical aspects of innovation. Asses the personal need for further knowledge and take responsibility for his/her own learning.
SOCIAL AND BUSINESS ETHICS (10 hours online)	
Description	An understanding of business ethics has thus become a crucial element in the organizational environment. The purpose of this course is to help students improve their ability to make ethical decisions in business by providing them with a framework that they can use to identify, analyse, and resolve ethical issues in business decision making. In addition to individual decision making, business ethics and social responsibility are important parts of a firm's business strategy. The course will

	focus on issues such as conflicts between personal values and organizational goals, the role of sustainability in business strategy, and the importance of stakeholder relationships, corporate governance, and the development of ethics programs and an ethical culture in an organization.
Expected Learning Outcomes	Understand how ethics can be incorporated into key business decisions. Learn to identify common ethical issues in business. Identify, analyse, and understand how business people make ethical decisions and handle ethical issues. Learn about specific measures companies can take to build effective ethics programs. Understand major global ethics issues taking place in international business. Become familiar with how firms evaluate social responsibility activities. Learn the importance of fostering sustainability efforts and integrating a "green" mission into corporate strategy.
SOCIAL RESPONSIBILITY (10 hours online)	
Description	This course provides an overview of corporate governance on multinational companies, specially focused on the role of shareholders activism on environmental, executive compensation and social issues. This will include an understanding of the structural relationships determining authority and responsibility for the corporation and their associated complexities.
Expected Learning Outcomes	Understand concepts of corporate governance and corporate social responsibility. Enable the development of a sound understanding of corporate governance practice in a national and international context and industries. Integrate corporate governance aspects, economic viability and social and environmental impacts.

Evaluation and Certification

Appropriate guidance, supervision and evaluation of internship activities and content are a key element for internship quality and successful learning outcomes.

In addition to whatever evaluation tools may be established for each learning unit (tests, papers, group projects, oral presentations, etc,) continuous evaluation of each participating graduate in the programme will be the responsibility of his/her academic tutor (assigned by the university) and his/her business mentor (assigned by the host organization).

The programme must promote a proactive approach to guidance, supervision and evaluation by tutors/mentors, establishing adequate designation procedures, monitoring systems and, when possible, official recognition or compensation for the tasks carried out by the tutors/ mentors.

The basic responsibilities of the academic tutor will be to:

- Monitor the graduate's performance and progress throughout the academic programme.
- Supervise that activities carried out by the graduate in the host company comply with the learning itinerary and terms agreed upon.
- Offer guidance and orientation when doubts or difficulties arise.
- Resolve possible incidents in coordination with the business mentor and/or the Programme Committee.
- Report on the intern's performance and present an intermediary and final evaluation report in accordance to the criteria established by the programme.
- Suggest programme improvements based on personal experience obtained.

The business mentor will be expected to:

- Establish the graduate's learning itinerary and work plan at the host organisation.
- Offer guidance and orientation when doubts or difficulties arise.
- Resolve possible incidents in coordination with the academic tutor and/or the Programme Committee.
- Monitor the progress of in-company training and work activities carried out by the graduate at the host organisation.
- Report on the intern's performance and present an intermediary and final evaluation report in accordance to the criteria established by the programme.
- Suggest programme improvements based on personal experience obtained.

The intermediate and final reports presented by the academic tutor and business mentor should include, for example, an evaluation of the graduate's: learning and technical capacities; time management; communication skills; responsibility; initiative and motivation; team work; creativity; leadership; etc.

In order that the evaluation process be complete, the participating graduate will also be required to present an intermediary and final self-evaluation report which will include, for example:

- Description of the tasks carried out at the host organisation.
- Identification of possible problems faced and solutions implemented.
- Evaluation of the knowledge and skills acquired during the internship and through the academic programme.
- Perceived benefits of participation in the programme with respect to his/her entry in the job market and future career development

It is important that the evaluation reports (academic tutor / business mentor / participating graduate) be designed appropriately as they will play an important role in the graduate's final certification upon termination of the programme. It is recommended to provide templates for evaluators.

The final diploma will be issued by the university and will include at least a description of the internship (host organisation; starting and ending dates; brief description of activities undertaken) and of the academic programme followed (learning units).

Quality assurance

Quality assurance is an organisation's guarantee that the products or services it offers meet the established quality standards.

To ensure that the graduate programme meets the objectives set with the desired standards, we suggest the integration of simple quality evaluation tools which can provide the necessary feedback to identify strong points, weak points and areas of improvement:

- Teacher evaluation questionnaires for participating graduates, (upon termination of each learning unit).

- Programme satisfaction questionnaires for participating graduates, academic tutors, business mentors, host organisation HR staff (upon termination of the programme).

- Follow-up questionnaires for participating graduates and host organisations to measure impact in the short-medium and long term (6 months / 1 year after termination of the programme).

- Special focus group sessions.

- Monitoring of Key Performance Indicators (KPIs), which may include items such as: internships not completed; reasons for early cancellation; average internship permanence measured in months; teacher ratings; learning unit ratings; host organisations' fidelity rate; number of new host organisations; graduates offered employment by host organisation; graduates hired by host organisation.

5. Intensive training for teaching staff on development of curriculum for graduate programme/s

Tentative dates:

April 11th to 15th, 2016

Venue:

To be provided by Partners 4 Value/partnering University.

Participants:

Selected lecturers from Kaunas University of Technology, Kaunas Vytautas Magnus University, Klaipeda University, Vilnius Gediminas Technical University, and Vilnius University. Two lecturers per university. For selection criteria, consult *Terms of Reference.*

The training will be delivered by:

- **Claudia Barquet**

Director of National and International Business Development, and Alumni at Universidad Camilo José Cela (UCJC).

Over 10 years of experience in planning, implementing and supervising innovation technology and marketing projects by leveraging my diplomatic background, international experiences, and knowledge of the entrepreneurial and innovation ecosystems in Spain and Latin America.

- **Damián Macías**

International Coordinator of Campus de Paz at Universidad Camilo José Cela (UCJC).

Over 10 years of experience in consultancy, advising and management. Specialist in public management, emotional intelligence and the development of learning programs.

- **Marisol Pastor**

Director of Technical Office, Fundación Universidad Empresa
Marisol Pastor is Director of the Technical Office at Fundación Universidad-Empresa (FUE). Ms. Pastor's professional expertise is focused on issues related to graduate entry in the Spanish labour market. She has played an active role in the design and development of FUE's internship programmes for university students and graduates. Since 2004, she has lead or participated in 14 studies regarding: HR recruitment needs and profile requirements; graduate job placement; student and graduate entrepreneurship; university career services;

graduate career expectations and commitment. Between 1994-2013 she was also responsible for the annual edition of FUE's graduate job opportunities and orientation guide. She is a member of the Group of Experts at the Observatory for Graduate Employment and Employability, an initiative launched by the Spanish Rectors Conference (CRUE) and LaCaixa in 2012, and was Chairman of the European Forum for Careers Information (EFCI) from 1996 to 2000.

- **One more FUE representative (TBC)**

Intensive training tentative programme:

	Monday, April 11th
09:00	**Arrival of Lectures**
09:30	Welcome Introduction to the GRADual project Intensive Training objectives and methodology
10:30	**Coffee Break**
11:00	Presentation of the GRADual Guidelines and Survey
12:30	**Lunch time**
14:00	Good practices to learn from
15:30	**Coffee break**
16:00	Overview of the Personal and Professional Skills Module
17:30	**End**

	Tuesday, April 12th
09:00	**Arrival of Lectures**
09:30	Workshop: Personal and Professional Skills (I) - Emotional Intelligence - Self Motivation
10:30	**Coffee Break**
11:00	Workshop: Personal and Professional Skills (II) - Self Management - Change Management
12:30	**Lunch time**
14:00	Workshop: Personal and Professional Skills (III) - Team Working - Creativity and Innovation
15:30	**Coffee break**
16:00	Workshop: Personal and Professional Skills (IV) - Public Speaking - Presentations
17:30	**End**

	Wednesday, April 13th
09:00	**Arrival of Lectures**
09:30	Workshop: Personal and Professional Skills (V) - Negotiation - Leadership
10:30	**Coffee Break**
11:00	Workshop: Personal and Professional Skills (VI) - Delegation - Career Development and Decision Making
12:30	**Lunch time**
14:00	Workshop: Personal and Professional Skills (VII) - Professional Development and Leadership - Personal Development Plan
15:30	**Coffee break**
16:00	Workshop: Personal and Professional Skills (VIII) - Excel for Business - Access for Business
17:30	**End**

	Thursday, April 14th
09:00	**Arrival of Lectures**
09:30	Overview of the Business and Management Module
10:30	**Coffee Break**
11:00	Workshop: Business and Management (I) - Economic Models - National Business Overview
12:30	**Lunch time**
14:00	Workshop: Business and Management (II) - Consumer Marketing and B2B Activities - Consumer Value Models
15:30	**Coffee break**
16:00	Workshop: Business and Management (III) - Project Management: An Introduction - Innovation
17:30	**End**

	Friday, April 15th
09:00	**Arrival of Lectures**
09:30	Workshop: Business and Management (IV) - Social and Business Ethics - Social Responsibility
10:30	**Coffee Break**
11:00	How will be the system of evaluation of the teachers
12:30	**Lunch time**
14:00	Tutoring. Solving questions from students
15:30	**Coffee break**
	Wrap up session - Conclusions - Follow-up work plan for the following months
17:30	**End**

6. Follow-up work plan:

Lecturers will be assigned tasks as per their thematic expertise, competences and capacities, and will be expected to provide comments in peer review modality on colleagues' prepared drafts, and contribute to the final document.

With the aim of coordinating the work of all the parts involved in this phase of the project, we propose the following work plan:

Project activity	April	May	June	July
Feedback from lecturers	Deadline 9 May, 2016			
Peer review process		Deadline 6 June, 2016		
Curriculum developed			Deadline 4 July, 2016	