



Biz4Fun - Let's have fun with the business start-up

ERASMUS + 2018-1-SK01-KA202-046271

How to develop a successful business

Course curriculum and content



KA2 Strategic Partnerships

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How to develop a successful business

Course curriculum & Content

1 COURSE PURPOSE

Do you want to start or grow your own business, go international, or avoid bankruptcy?

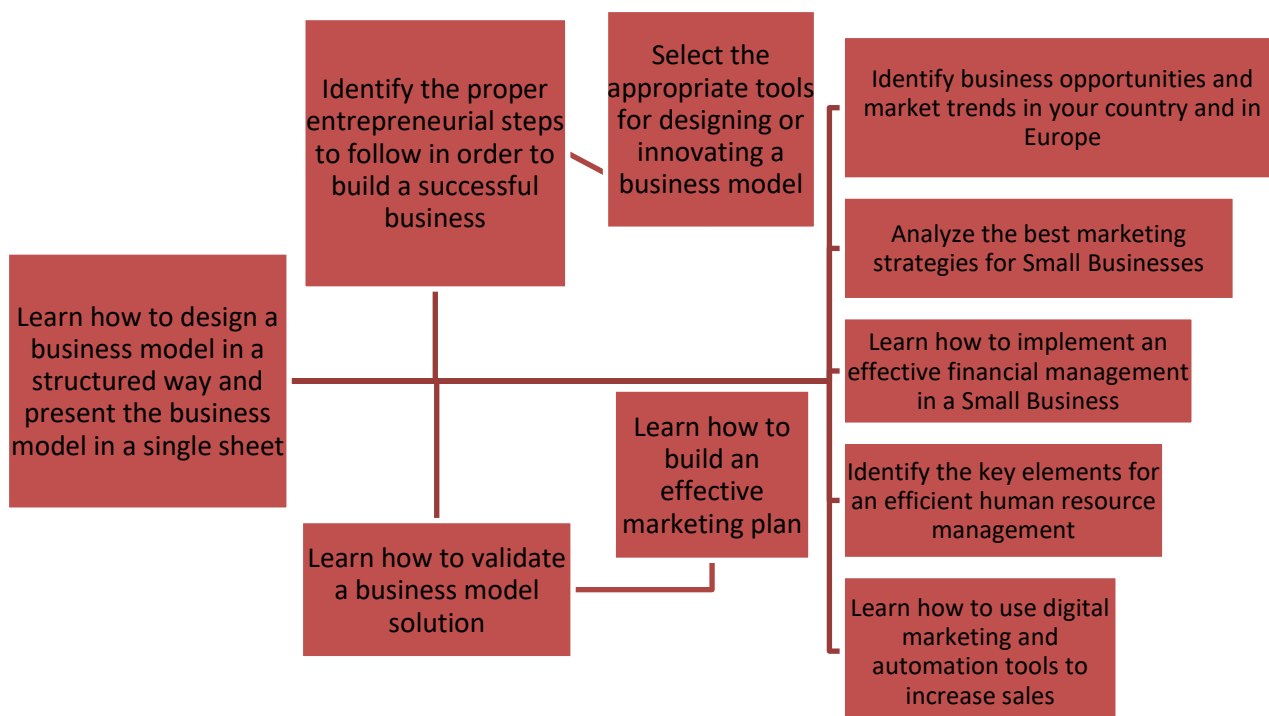
In this business and management course, you will learn the key concepts and steps needed to design or innovate your own business model. You will learn about the trade-offs to be made, and the design issues that are critical for a viable and sustainable business model.

This course will help you answer questions like, "How do I create a simple business model in a structured way?" and "How do I engage my users and how do I create value for my customers as well as revenue for my company?"

2 LICENSE

The course materials of this course are protected under Copyright in the Project "BIZ4FUN - Let's have fun with the business start-up" (ERASMUS + 2018-1-SK01-KA202-046271) and are licensed under the Creative Commons Attribution-NonCommercial-ShareAlike (CC-BY-NC-SA) 4.0 International License.

3 COURSE OBJECTIVE



4 COURSE POLICIES

All students must be honest and forthright in their academic studies. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Any violation of this standard could lead to automatic withdrawal from the course without credit or refund.

Course should be taken in a quiet, distraction free area.

5 TECHNICAL REQUIREMENTS/ SUPPORT:

Course is compatible with all major web browsers. A high-speed Internet connection is recommended.

6 GRADING POLICY

In order to receive credit for the course, participants must complete 100% of the course activities with satisfactory responses and spend the required minimum time in the course. If an assignment is found to be unsatisfactory, the student must revise and re-submit by the due date given by the instructor. Course activities are comprised of discussion board postings, readings, study groups, activities and short quizzes. End of module quizzes must be passes with 100%. You may take the quizzes as many times as needed to pass.

Upon completion all students will receive a course completion certificate.

7 COURSE SYLLABUS AND LEARNING SCENARIO TEMPLATE

- 1. Introduction into the entrepreneurship** - Theoretical courses.
- 2. Business opportunities and market trends in your country and in Europe** - The theoretical objective of this learning topic is to learn how to identify and analyze the business opportunities in correlation with the consumer behavior.
- 3. Business Models** - The theoretical objective of this learning topic is to learn how to design the business flow at the strategic level in order to deliver value to the customers.
- 4. Business Plan** – Practical courses.
- 5. Collaborative tools for designing or innovating a business model** - The theoretical objective of this learning topic is to learn how to create, deliver and capture value for the company and customer using new and modern technologies.

6. **Marketing** - Practical courses.
7. **Digital Marketing** - Practical courses.
8. **Analysis on the best Marketing Strategies for Small Businesses** - The theoretical objective of this learning topic is to learn how to identify and choose the correct marketing strategy that best fits for the proposed business objectives.
9. **Financial Management** - Practical courses.
10. **Human Resources management** - Practical courses.

Learning Scenario Template

Lesson Basic Data	
Subject	
Lesson Title	

Prerequisites	
Subject	
Topic	
Knowledge	

List of Activities / Material		
Name	Short description	Type

Relevant Topics	
Learning Topic Name	Connection Description

Pedagogical Methods (choose relevant)

- ☐ Concept mapping
- ☐ Participatory Learning in Action (PLA) Techniques
- ☐ Questioning
- ☐ Drill and Practice
- ☐ Tutorials
- ☐ Games
- ☐ Story Telling
- ☐ Simulations
- ☐ Role-playing
- ☐ Discussion
- ☐ Small group activities
- ☐ Social media activities (Facebook, Twitter, Youtube)

Other:

3D Activity Description (one table for one activity – copy as much as you need)

3DActivity Objectives

Keywords

3DActivity Duration

Learning

Activity

Description
Assessment
Graphic Description
Information text -
Work Instructions
Info

References

7.1 LEARNING OUTCOMES

In terms of ability to develop a successful business, the student will be able to:

- use new tools and technologies for promoting the business to different types of stakeholders;
- search, choose and develop the most appropriate business model that economically best fits to his proposed objectives and needs;

- identify attractive market that can be reached economically;
- use business automation as an innovative tool for design a new business model;

In terms of demonstrating the understanding of how to develop a successful business, the student will be able to:

- design appropriate a business model;
- recognize appropriate financing models for his/her entrepreneurial career;
- articulate an effective elevator pitches to gain support for the venture;
- develop a well-presented business plan that is feasible for the student;
- develop a multi-target marketing strategy;

8 COURSE OUTLINE

8.1 Course 1. INTRODUCTION INTO THE ENTREPRENEURSHIP

1	Type	Theoretical
2	Course description	The main objective is to spread the enterpeneurial culture among young people and to develop entrepreneurship behaviour through the activation of practical experience of learning. Will represent set of information that allow to develop learning materials focusing on start-ups' key areas like: Developing a business idea; Building a team; Creating a business plan; Customers, sales and marketing, Forms of investments etc.
3	European Qualifications Framework (EQF)	3
4	Learning activity content	<ul style="list-style-type: none"> • entrepreneurship support and/or transfer of innovation to the practice; • how to choose the business model; • strategic outcome;
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER), tutorials, videos; • methodologies and techniques: Collaborative Learning, Semi-Structure and Free Discussions, Participatory Learning in Action (PLA); • ICT environments and tools: Concept Mapping, Drill and Practice, Social Networking;
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	UPAT - PANEPISTIMIO PATRON (EL)
9	Mode of delivery	online learning

10	Learning outcomes	The theoretical objective of this learning topic is to understand the concept of entrepreneurship and identify the needs of a project.
11	Assessment methods	<ul style="list-style-type: none"> • Case studies; • Critical reflection;
12	Feedback for evaluation	<ul style="list-style-type: none"> • Questionnaires;
13	Recommended or required reading	<ul style="list-style-type: none"> • Drucker PF (1993) Innovation and entrepreneurship: practice and principles. HarperCollins, New York. • Alvarez, S.A., Busenitz, L.W. (2001). The entrepreneurship of resource-based theory. Journal of Management. • Kuratko, D. (2009). Introduction to Entrepreneurship. South Western Educational Publishing.

8.2 Course 2. BUSINESS OPPORTUNITIES AND MARKET TRENDS IN YOUR COUNTRY AND EUROPE

1	Type	Theoretical
2	Course description	Business opportunities and market trends in your country and in Europe Course, integrating aspects of marketing, management and finance aims to deliver the knowledge and abilities for identifying opportunities in market trends by engaging students in simulations, detection exercises, and group work to explore the economic, social, and political megatrends both in their countries and Europe.
3	European Qualifications Framework (EQF)	4
4	Learning activity content	<ul style="list-style-type: none"> • Administrative process & potential risks; • Consumer segmentation; • Purchase situation analysis; • Direct & indirect competition analysis; • Analysis of complementary products & services;
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER), tutorials, videos; • methodologies and techniques: Collaborative Learning, Semi-Structure and Free Discussions, Participatory Learning in Action (PLA); desk research; • ICT environments and tools: Quizzes, Concept Mapping, Social Networking;
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	SUA – Slovak University of Agriculture In Nitra (SK), SBA - Slovak Business Agency (SK), EUC - Edu Consulting, z.ú (CZ), CTE - Asociatia Centrul de Training European (RO),

		UPAT - PANEPISTIMIO PATRON (EL), EGINA - European Grants International Academy S.R.L. (IT), MNLA - Akdeniz Naturel Yaşam Derneği (TR)
9	Mode of delivery	online learning
10	Learning outcomes	The theoretical objective of this learning topic is to learn how to identify and analyze the business opportunities in correlation with the consumer behavior.
11	Assessment methods	<ul style="list-style-type: none"> • Case studies; • Self-assessment; • Practical project; • Examination;
12	Feedback for evaluation	<ul style="list-style-type: none"> • questionnaires; • feedback from students through focus-group meetings;
13	Recommended or required reading	<ul style="list-style-type: none"> • Gibson I., Rosen D., Stucker B. (2015) Business Opportunities and Future Directions. In: Additive Manufacturing Technologies. Springer, New York, NY. • Chesbrough, H. (2010). Business Model Innovation: Opportunities and Barriers. Long Range Planning, Volume 43, Issues 2–3, pp. 354-363. • Brandon A. Mueller, Dean A. Shepherd (2016). Making the Most of Failure Experiences: Exploring the Relationship between Business Failure and the Identification of Business Opportunities. Entrepreneurship Theory and Practice, Volume: 40 issue: 3, pp. 457-487.

8.3 Course 3. BUSINESS MODELS

1	Type	Theoretical
2	Course description	Designed to approach either a personal or corporate challenge, the Business Models Course aims to identify and communicate the key elements of a business model, to enhance the ability to choose the appropriate business model in order to meet the goals and to approach the strategic outcome as a key attribute of the business in an interactive way, using a range variety of learning resources.
3	European Qualifications Framework (EQF)	5
4	Learning activity content	<ul style="list-style-type: none"> • Different types of business models; • How to choose the business model; • Strategic outcome;
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER), tutorials; • methodologies and techniques: Questioning, Semi-Structure and Free Discussions; • ICT environments and tools: Quizzes, Concept Mapping;
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	SUA – Slovak University of Agriculture In Nitra (SK)
9	Mode of delivery	online learning
10	Learning outcomes	The theoretical objective of this learning topic is to learn how to design the business flow at the strategic level in order to deliver value to the customers.
11	Assessment methods	<ul style="list-style-type: none"> • Case studies; • Self-assessment;

12	Feedback for evaluation	<ul style="list-style-type: none">• questionnaires;• feedback from students through focus-group meetings;
13	Recommended or required reading	<ul style="list-style-type: none">• Spiekermann, S., Acquisti, A., Böhme, R. et al. Electron Markets (2015) 25: 161. https://doi.org/10.1007/s12525-015-0191-0.• Täuscher K., Sven S.M. (2018). Understanding platform business models: A mixed methods study of marketplaces. European Management Journal, Volume 36, Issue 3, pp. 319-329.• Wirtz, B., Pistoia A., Ullrich S., Göttel V. (2015). Business Models: Origin, Development and Future Research Perspectives. Long Range Planning, Volume 49, Issue 1, pp. 36-54.

8.4 Course 4. BUSINESS PLAN

1	Type	Practical
2	Course description	The course contains all aspects of the entrepreneurship from the preparation basic business plan, through building a team, looking for financing and finishing on the marketing.
3	European Qualifications Framework (EQF)	4
4	Learning activity content	<ul style="list-style-type: none"> • development of successful business plan; • how to establish business company, how to manage financial affairs; • strategic outcome;
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER), tutorials; • methodologies and techniques: Questioning, Semi-Structure and Free Discussions; • ICT environments and tools: Quizzes, Concept Mapping;
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	EGINA - European Grants International Academy S.R.L. (IT)
9	Mode of delivery	online learning
10	Learning outcomes	The practical objective of this learning topic is to learn how to design the business flow at the strategic level in order to deliver value to the customers, to identify collaborative approaches and equipment reconstruction. Also is included a management approach of the business plan.

11	Assessment methods	<ul style="list-style-type: none">• Case studies;• Self-assessment;• Examination;
12	Feedback for evaluation	<ul style="list-style-type: none">• questionnaires;
13	Recommended or required reading	<ul style="list-style-type: none">• Shepherd, D. A. 1999. Venture capitalists' introspection: A comparison of "in use" and "espoused" decision policies. Journal of Small Business Management, 37(2): 76 – 87.• Baron, R. A. 2008. The role of affect in the entrepreneurial process. Academy of Management Review, 33: 328 –340.• Burns, P. 2001. Entrepreneurship and Small Business. Basingstoke: Palgrave.

8.5 Course 5. COLLABORATIVE TOOLS FOR DESIGNING OR INNOVATING A BUSINESS MODEL

1	Type	Theoretical
2	Course description	Tools for designing or innovating a business model Course provides to students an overview about the most common business models, the challenges in the digital era and the opportunities provided by new technologies in order to enhance the efficiency of the business model they have chosen for their own business.
3	European Qualifications Framework (EQF)	6
4	Learning activity content	<ul style="list-style-type: none"> • Comparing business models • Assessing the business model • Modern tools for innovating the business (business automations & platforms)
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER), tutorials • methodologies and techniques: Collaborative Learning, Semi-Structure and Free Discussions, Participatory Learning in Action (PLA) • ICT environments and tools: Quizzes, Concept Mapping, Drill and Practice
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	CTE - Asociatia Centrul de Training European (RO)
9	Mode of delivery	online learning
10	Learning outcomes	The theoretical objective of this learning topic is to learn how to create, deliver and capture value for the company and customer using new and modern technologies.
11	Assessment methods	<ul style="list-style-type: none"> • Case studies; • Self-assessment;

		<ul style="list-style-type: none"> ● Examination;
12	Feedback for evaluation	<ul style="list-style-type: none"> ● Questionnaires; ● feedback from students through focus-group meetings;
13	Recommended or required reading	<ul style="list-style-type: none"> ● Schaltegger, S., Hansen, E., Lüdeke-Freund, F. (2015). Business Models for Sustainability: Origins, Present Research, and Future Avenues. Organization & Environment, Volume: 29 issue: 1, pp. 3-10. ● Saebia, T., Fossab, N. J. (2015). Business models for open innovation: Matching heterogeneous open innovation strategies with business model dimensions. European Management Journal, Volume 33, Issue 3, pp. 201-213. ● Evans, S., Vladimirova, D., Holgado, M., Van Fossen, K., Yang, M., Silva, E., Barlow, C. Y. (2017). Business Model Innovation for Sustainability: Towards a Unified Perspective for Creation of Sustainable Business Models. Business Strategy and the Environment, Volume26, Issue 5, pp. 597-608.

8.6 Course 6. MARKETING

1	Type	Practical
2	Course description	Marketing course aims to provide to students the key principles in branding, customer centricity, go-to-market strategies and the opportunities to blend the old marketing technics with the new ones in order to achieve the full potential in promotional activities.
3	European Qualifications Framework (EQF)	4
4	Learning activity content	<ul style="list-style-type: none"> • Attracting customers and activating them; • Marketing mix; • Growth marketing; • Online marketing;
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER), tutorials, videos; • methodologies and techniques: Collaborative Learning, Semi-Structure and Free Discussions, Participatory Learning in Action (PLA); • ICT environments and tools: Quizzes, Concept Mapping, Drill and Practice, Social Networking;
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	EUC - Edu Consulting, z.ú (CZ)
9	Mode of delivery	online learning
10	Learning outcomes	The practical objective of this learning topic is to learn how to promote, sell and distribute a product or service in order to obtain added-value in your company.
11	Assessment methods	<ul style="list-style-type: none"> • Case studies; • Self-assessment; • Practical project;

12	Feedback for evaluation	<ul style="list-style-type: none">• questionnaires;• feedback from students through focus-group meetings;
13	Recommended or required reading	<ul style="list-style-type: none">• Kotler, P., Armstrong, G., Trifts, V., & Cunningham, P. H. (2018). Principles of marketing. Brantford, Ont.: W. Ross MacDonald School Resource Services Library.• Fill, C. (2013). Marketing communications: Brands, experiences and participation. Harlow: Pearson.• Lee, K., & Carter, S. (2005). Global marketing and advertising: Understanding cultural paradoxes. New York: Oxford University Press.• Malhotra, N. K. (2010). Study guide and technology manual: Marketing research an applied orientation. Upper Saddle River, NJ: Prentice Hall.

8.7 Course 7. DIGITAL MARKETING

1	Type	Practical
2	Course description	Digital Marketing Course provides an enhanced approach of digital tools that are revolutionizing the world of marketing by shifting the balance of power from firms to consumers and explores several aspects of the new digital marketing environment.
3	European Qualifications Framework (EQF)	4
4	Learning activity content	<ul style="list-style-type: none"> • Facebook advertising; • Google AdWords; • Content marketing; • Organic social media;
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER), tutorials, videos • methodologies and techniques: Role-Playing, Semi-Structure and Free Discussions, Participatory Learning in Action (PLA), Collaborative Learning • ICT environments and tools: Quizzes, Simulations, Story-Telling, Social Networking
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	CTE - Asociatia Centrul de Training European (RO); SBA - Slovak Business Agency (SK)
9	Mode of delivery	online learning
10	Learning outcomes	The theoretical objective of this learning topic is to learn how to use digital technologies (SEO, content marketing, content automation, social media etc.) in order to engage people and drive business awareness.

11	Assessment methods	<ul style="list-style-type: none">• Self-assessment;• Practical project;• Peer review;
12	Feedback for evaluation	<ul style="list-style-type: none">• questionnaires;• feedback from students through focus-group meetings;
13	Recommended or required reading	<ul style="list-style-type: none">• Strauss, J., & Frost, R. (2009). E-marketing. Upper Saddle River, NJ: Pearson Prentice Hall.• Tuten, T. L., & Solomon, M. R. (2018). Social media marketing. Los Angeles: Sage.• Chaffey, D., & Ellis-Chadwick, F. (2018). Digital Marketing. Los Angeles: SAGE.

8.8 Course 8. ANALYSIS ON THE BEST MARKETING STRATEGIES FOR SMALL BUSINESSES

1	Type	Theoretical
2	Course description	Analysis on the best marketing strategies for small businesses Course gives an integrated approach of marketing strategies and tools in a digital era, engaging students in practical exercises, simulations and study cases.
3	European Qualifications Framework (EQF)	4
4	Learning activity content	<ul style="list-style-type: none"> • Design thinking and strategy; • Online advertising & social media; • Web analytics & data visualization; • Search Engine marketing (SEM);
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER), tutorials, videos; • methodologies and techniques: Collaborative Learning, Semi-Structure and Free Discussions, Participatory Learning in Action (PLA), Role-Playing; • ICT environments and tools: Quizzes, Concept Mapping, Drill and Practice, Social Networking, Story-Telling;
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	CTE - Asociatia Centrul de Training European (RO); SUA – Slovak University of Agriculture In Nitra (SK); EUC - Edu Consulting, z.ú (CZ)
9	Mode of delivery	online learning
10	Learning outcomes	The theoretical objective of this learning topic is to learn how to identify and choose the correct marketing

		strategy that best fits for the proposed business objectives.
11	Assessment methods	<ul style="list-style-type: none"> • Case studies; • Self-assessment; • Practical project; • Multiple-choice tests; • Peer review;
12	Feedback for evaluation	<ul style="list-style-type: none"> • questionnaires; • feedback from students through focus-group meetings;
13	Recommended or required reading	<ul style="list-style-type: none"> • Anderson, James C. and James A. Narus (1984), A Model of the Distributor's Perspective of Distributor-Manufacturer Working Relationships, Journal of Marketing, 48 (Fall), 62. • Geyskens, Inge, Jan-Benedict E.M. Steenkamp, and Nirmalya Kumar (1998), Generalizations About Trust in Marketing Channel Relationships Using Meta-Analysis, International Journal of Research in Marketing, 15 (3), 223. • Young, Joyce A., Faye W. Gilbert, and Faye S. McIntyre (1996), An Investigation of Relationalism Across a Range of Marketing Relationships and Alliances, Journal of Business Research, 35 (2), 139-51.

8.9 Course 9. FINANCIAL MANAGEMENT

1	Type	Practical
2	Course description	Financial management Course aims to develop the students` abilities to plan and evaluate the financial resources according with the business strategies, to understand capital markets and institutions from a financial perspective, covering fundamentals of strategic management.
3	European Qualifications Framework (EQF)	5
4	Learning activity content	<ul style="list-style-type: none"> • Financial planning, monitoring, evaluation and learning; • Financial control; • How to allocate specific financial resources;
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER), tutorials; • methodologies and techniques: Problem solving, Semi-Structure and Free Discussions, Participatory Learning in Action (PLA); • ICT environments and tools: Quizzes, Simulations;
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	SBA - Slovak Business Agency (SK)
9	Mode of delivery	online learning
10	Learning outcomes	The practical objective of this learning topic is to learn how to search what sort of capital to obtain in order to fund the company`s assets.
11	Assessment methods	<ul style="list-style-type: none"> • Self-assessment; • Multiple-choice tests;

12	Feedback for evaluation	<ul style="list-style-type: none">• questionnaires;• feedback from students through focus-group meetings;
13	Recommended or required reading	<ul style="list-style-type: none">• Grable, J.E., Park, J., Joo, S. (2009). Explaining financial management behavior for Koreans living in the United States, <i>Journal of Consumer Affairs</i>, 43(1): 80-105.• Parrotta, J.L., Johnson, P.J. (1998). The Impact Of Financial Attitudes And Knowledge On Financial Management And Satisfaction Of Recently Married Individuals, <i>Financial Counseling and Planning</i>, 9(2): 59-75.• Robb, C.A, Sharpe, D.L. (2009). Effect of personal financial knowledge on college students' credit card behavior, <i>Journal of Financial Counseling and Planning</i>, 20(1): 25- 43.

8.10 Course 10. HUMAN RESOURCE MANAGEMENT

1	Type	Practical
2	Course description	Human resources management Course aims to help learners to have a deeper understanding of the fundamentals in human resources and consider alternative approaches in managing and evaluating human resources of a business.
3	European Qualifications Framework (EQF)	6
4	Learning activity content	<ul style="list-style-type: none"> • Intellectual capital; • Organizational behavior and culture; • Talent management;
5	Pedagogical Models, Strategies and ICT tools	<ul style="list-style-type: none"> • type of content: Open Educational Resources (OER); • methodologies and techniques: Role-Playing, Semi-Structure and Free Discussions, Participatory Learning in Action (PLA); • ICT environments and tools: Quizzes, Simulations;
6	Language of the course	EN and translations
7	Names of the lectures	to be decided
8	Supervisor	MNLA - Akdeniz Naturel Yaşam Derneği (TR)
9	Mode of delivery	online learning
10	Learning outcomes	The practical objective of this learning topic is to learn how to increase the employee performance and gain a competitive advantage on the market.
11	Assessment methods	<ul style="list-style-type: none"> • Self-assessment; • Practical project; • Peer review;
12	Feedback for evaluation	<ul style="list-style-type: none"> • questionnaires; • feedback from students through focus-group meetings;

13	Recommended or required reading	<ul style="list-style-type: none">• Elkjaer, B. (2000). Learning and getting to know: the case of knowledge workers. Human Resource Development International, 3(3), 343-359.• Schippman, J. S., Ash, R. A., Battista, M., Car, L., Eyde, L. D., Hesketh, B., Kehoe, J., Pearlman, K., Prien, E. P. & Sanchez, J. I. (2000). The practice of competency modeling. Personnel Psychology, 53(3), 703-740.• Stewart, T. A. (1997). Intellectual capital: the new wealth of organizations. Doubleday, New York.
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