

# **STUDY GUIDE**

DEPARTMENT OF MARKETING AND COMMUNICATION

SCHOOL OF BUSINESS

ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS

## **A. INFORMATION ON THE INSTITUTION**

### **A1. NAME AND CONTACT DETAILS**

Athens University of Economics and Business (AUEB)

76 Patission Street, Athens, 104 34

Tel: +30 (210) 8203911

[webmaster@aueb.gr](mailto:webmaster@aueb.gr)

<http://www.aueb.gr>

Department of Marketing and Communication

76 Patission Street, Athens, 104 34

Tel: +30 (210) 8203101-3

Fax : +30 (210) 8225677

[secretary.marketing@aueb.gr](mailto:secretary.marketing@aueb.gr)

<https://www.dept.aueb.gr/mbc>

### **A2. ACADEMIC CALENDAR**

Fall semester: September 30, 2019 -January 10, 2020

Course Registration – fall semester: October 23, - November 13, 2019

Christmas Holidays: December 21, 2019 - January 6, 2020

Fall Semester Examination: January 13, 2020 -February 7, 2020

Spring Semester: February 10, 2020 – May 22, 2020

Course Registration-spring semester: March 5, - March 26, 2020

Easter Holidays: April 11, 2020 - April 26, 2020

Spring Semester Examination: May 25, 2020 –June 19, 2020

Holiday dates:

October 28, 2019 | National Holiday

January 6, 2020 | Epiphany

January 30, 2020 | Three Hierarchs

March 2, 2020 | Clean Monday

March 25, 2020 | National Holiday

May 1, 2020 | Labour Day

June 8, 2019 | Whit Monday

### **A3. ACADEMIC AUTHORITIES**

The Athens University of Economics and Business (AUEB) has been historically established as a leading University in its core areas of expertise. At an international level, the University's unwavering strategic goal is to actively participate in the global academic environment, to develop high-profile international collaborations, and to generally enhance its international impact and recognition through excellence in research and education.

The University is governed by the Greek legislation (N 4009/2011). The Athens University of Economics and Business is under the supervision of the Ministry of National Education, Research and Religious Affairs. The University is governed by the Rector and Deputy Rector.

The Senate consists of:

- the Rector
- the Dean,
- the Head of Departments

- one representative of the undergraduate students, one of the postgraduate students and one representative of the doctoral candidates
- one representative of each category of staff

#### **A4. GENERAL DESCRIPTION OF THE INSTITUTION**

##### **A4.1 The Athens University of Economics and Business**

The Athens University of Economics and Business (AUEB) is the third oldest institution of higher education in the country and the first to be established in the fields of economic science and business administration. It has a long history of significant contributions to the country and many notable scientific achievements. It was founded in 1920 under the name of Athens School of Commercial Studies and renamed in 1926 as the Athens School of Economics and Business. In 1935 it moved to its current location at 76 Patission Street - a historical building that was constructed with an endowment from the Greek benefactor Gregory Marasli. In 1989, the University assumed its present name, the Athens University of Economics and Business (AUEB). Since its founding in 1920 up to the present time, AUEB has played a continuous role in creating leaders and managers in the Greek economy who drive the developmental path of the country. For nearly a century, AUEB graduates have been making careers as managers, business people and scientists, thus establishing a long academic tradition and a large community of people with a shared background. Today AUEB is composed of eight Departments, which correspond to the following three Schools:

The **School of Business** is composed of the Department of Business Administration, the Department of Marketing and Communication, the Department of Accounting and Finance, and the Department of Management Science and Technology.

The **School of Economic Sciences** is composed of the Department of Economics and the Department of International and European Economic Studies.

The **School of Science and Technology of Information** is composed of the Department of Informatics and the Department of Statistics.

##### **A4.2 The School of Business**

The School of Business is the largest of the three schools at AUEB. The research and educational areas covered by the School of Business encompass the whole spectrum of management and business sciences. The School offers a broad array of undergraduate, postgraduate and doctoral programs, and conducts high quality research in a wide range of scientific fields.

## **A.5 THE DEPARTMENT OF INTERNATIONAL RELATIONS AND EUROPEAN EDUCATIONAL PROGRAMS**

The department of International Relations and European Educational Programmes of the Athens University of Economics and Business (AUEB) was established in 1989.

Its main objectives, first and foremost, are to carry out European Union educational programs and to undertake the organization of participation in international student fora and exhibitions. Other objectives are to organize seminars, educational visits and cultural meetings, to promote the University activities abroad and to create new cooperation with foreign higher education institutions. Specifically the Erasmus office offers various facilities and it welcomes Erasmus incoming students, offers assistance in preparing their study programmes, as well as in social integration matters, and providing counseling not only to incoming, but also to outgoing students of Erasmus+/ECTS programme.

The University is member of the European University Association (EUA), of the Community of Mediterranean Universities (CUM), of the European Association for International Education (EAIE), etc. Furthermore, the Athens University of Economics and Business participates in the JEAN MONNET Programme which has financed the establishment of a European Chair in Economics, another one in Law, a European Permanent Course in Political Science, etc. In the context of the Erasmus+ Programme, AUEB has more than 220 interinstitutional agreements with universities throughout Europe. Student and staff mobility is based on these bilateral agreements. More than 7000 students have participated so far in the Erasmus Programme at AUEB. From 1989 up to now approximately 4000 students have attended courses at EU partner institutions while approx. 3000 were welcomed to our university and took courses in English for one semester or one full academic year

## B. THE DEPARTMENT OF MARKETING & COMMUNICATION

### B1. General Description

The Department of Marketing and Communication is dynamic, highly acclaimed and at the forefront of developments in academic research and education. It was established in 1992 and is the only university department in Greece that specializes in Marketing, offering studies in the fields of Marketing and Communication at the undergraduate and postgraduate levels.

The goal of the department is to operate as a centre of academic excellence, both in research and education. This is manifested through the significant research output, published in highly acclaimed international scientific journals and top international conferences, the high academic calibre of its faculty, and the professional success and recognition of its graduates. Through its research and teaching, the department supports the country's businesses and the country's efforts towards economic growth and prosperity.

#### B1.1 Human Resources of the Department

The faculty includes professors, associate professors, assistant professors and lecturers with a rich body of scientific work and a large number of publications in distinguished scientific journals, as well as doctorates and work experience from established and internationally acclaimed foreign universities. The professors provide valuable research, teaching and administrative services not only to the Department, but also to the School of Business and to the University as a whole.

**Head of the Department:** Professor Vlas Stathakopoulos

**Head of Secretariat:** Ioanna Kogia

#### Academic Staff

##### Professors

Flora Kokkinaki, PhD University College London

George Baltas, PhD University of Warwick

Dionysis Skarmas, PhD University of Cardiff

Vlas Stathakopoulos, PhD University of Arizona

##### Associate Professors

Eleni Apospori, PhD University of Connecticut

Paraskevas Argouslidis, PhD University of Stirling

Maria Vakola, PhD University of Salford

Sergios Dimitriadis, PhD University of Aix-Marseille III (*leave of absence*)

Konstantinos Indounas, PhD Athens University of Economics and Business

##### Assistant Professors

Dimitrios Drossos, PhD Athens University of Economics and Business

Eleanna Galanaki, PhD Athens University of Economics and Business

Eleana Kafeza, PhD Hong Kong University of Science and Technology

Kalipso Karantinou, PhD University of Manchester

Irini Nikandrou, PhD Athens University of Economics and Business

Leda Panayotopoulou, PhD Athens University of Economics and Business

Panos Repoussis, PhD Athens University of Economics and Business

##### Laboratory Teaching Personnel

Andreas Evangelatos, MSc Athens University of Economics and Business

Dimitrios Lyberopoulos, MSc Athens University of Economics and Business

Marianna Maggou, Bachelor in Business Administration, Technological Educational Institute of Athens

##### Research Associates

Nikoleta Michalopoulou, Bachelor in Mathematics, University of Athens

##### Administrative Personnel

Ioanna Kogia (Head of Secretariat), MSc Athens University of Economics and Business

### **Emeritus Professors**

Georgios Avlonitis, PhD University of Strathclyde  
Nancy Papalexandri, PhD University of Bath  
Nikolaos Papavassiliou, PhD University of Cologne  
Vasileios Patsouratis, PhD University of Glasgow  
Athanasios Skouras, PhD London School of Economics  
Ioannis Halikias, PhD University of Warwick

## **B2. Information on the Marketing and Communication Degree Program**

### **B2.1 Entrance Requirements**

The entry process is through the panhellenic centralized examinations procedure and through the qualifying examinations.

### **B2.2 Awarded Academic Title**

Graduates hold a degree in Marketing and Communication. The official degree does not specify the specialization followed. This is presented in the accompanying transcript of grades.

### **B2.3 Studies in Marketing & Communication: Learning outcomes**

After successfully completing the course, students are expected to:

- 1) Have a good command of the different aspects of business administration
- 2) Understand the factors that affect the effectiveness of a company
- 3) Appreciate the different functions and roles of the various corporate departments
- 4) Understand the business environment on a national and international level
- 5) Have the theoretical and applied knowledge in the the science of marketing and communication
- 6) Demonstrate skills in computing, presentation and team co-operation
- 7) Be able to devise business, marketing and communication plans
- 8) Have acquired specialized knowledge in one of the four degree specializations: international management, innovation and entrepreneurship, human resources management, business analytics, and digital marketing.

### **B2.4 Educational & Professional Goals**

Graduates possess solid qualifications for a successful professional career and have excellent job prospects. The close links of the department with the business community, the opportunities for internships and international mobility, and the advanced training on complexity management, critical thinking and creativity strengthen graduates' competitive advantage in the job market.

### **B2.5 Description of the Study Program**

Students acquire advanced knowledge in the areas of marketing and business communication along with a solid basis in the broader fields of business administration and economics. They also have the opportunity to choose a specialization in one of the following four areas:

- **International Management, Innovation and Entrepreneurship**
- **Human Resources Management**
- **Business Analytics**
- **Digital Marketing**

### **B2.6 Structure of the Study Program**

The program of study lasts four years/eight academic semesters. In order to obtain their degree, students must successfully complete forty (40) courses, of which:

- 1) Thirty (30) are compulsory courses
- 2) Four (4) are specialization courses
- 3) Six (6) are elective courses

4) In addition to the forty courses, students are also required to take five courses in one of the three foreign languages that are taught at the university: English, French and German.

## B2.7 Course Structure Diagram with Credits (60 per year)

COMPULSORY COURSES		
<i>Semester</i>	<i>Code</i>	<i>TITLE</i>
1	5411	Introduction to Management (6 ECTS)
1	5622	Introduction to Marketing (6 ECTS)
1	1101	Introduction to Economic Analysis I (6 ECTS)
1	5231	Introduction to Information Technology (6 ECTS)
1	5721	Psychology (6 ECTS)
1	5011	<i>English Language I – Basic Business English: Part A</i>
1	5021	<i>French Language I – Basic Business French: Part A</i>
1	5031	German Language I – Basic Business German: Part A
2	5722	Introduction to Business Communication (6 ECTS)
2	5316	Introduction to Economic Analysis II (6 ECTS)
2	5412	Organizational Behaviour (6 ECTS)
2	5151	Quantitative Methods I (6 ECTS)
2	5623	Consumer Behaviour (6 ECTS)
2	5012	<i>English Language II – Basic Business English: Part B</i>
2	5022	<i>French Language II – Basic Business French: Part B</i>
2	5032	<i>German Language II – Basic Business German: Part B</i>
3	5636	Advertising (6 ECTS)
3	5634	Market Research (6 ECTS)
3	5133	Managerial Decision Making (6 ECTS)
3	5513	Accounting I (6 ECTS)
3	5122	Quantitative Methods II (6 ECTS)
3	5013	<i>English Language III – Intermediate Business English: Part A</i>
3	5023	<i>French Language III – Intermediate Business French: Part A</i>
3	5033	<i>German Language III – Intermediate Business German: Part A</i>
4	5414	Human Resources Management (6 ECTS)
4	5625	Sales Management (6 ECTS)
4	5724	Electronic Communication (6 ECTS)

<i>Semester</i>	<i>Code</i>	<i>TITLE</i>
4	5514	Accounting II (6 ECTS)
4	2416	Financial Management I (6 ECTS)
4	5014	<i>English Language IV – Intermediate Business English: Part B</i>
4	5024	<i>French Language IV – Intermediate Business French: Part B</i>
4	5034	<i>German Language IV – Intermediate Business German: Part B</i>
5	5738	Corporate Communication Strategy (6 ECTS)
5	5781	Corporate Ethics and Responsibility (6 ECTS)
5	1594	Business Economics (6 ECTS)
5	5225	Management Information Systems (6 ECTS)
5	2511	Financial Management II (6 ECTS)
5	5015	<i>English Language V – Business Correspondence and Communication</i>
5	5025	<i>French Language V – Business Correspondence and Communication</i>
5	5035	<i>German Language V – Business Correspondence and Communication</i>
6	5648	Distribution Channels & Logistics (6 ECTS)
6	5407	Business Strategy and Strategic Management (6 ECTS)
6	5624	Product Policy (6 ECTS)
6	5647	Pricing Strategy (6 ECTS)
6	5626	Digital Marketing (6 ECTS)



<i>Semester</i>	<i>Code</i>	<b>SPECIALIZATION COURSES</b>
		<b>INTERNATIONAL MANAGEMENT, INNOVATION AND ENTREPRENEURSHIP</b>
<b>7</b>	<b>5785</b>	<b>International Management (6 ECTS)</b>
<b>7</b>	<b>8169</b>	<b>Advanced Topics in Strategy and Innovation (6 ECTS)</b>
<b>8</b>	<b>5638</b>	<b>International Marketing (6 ECTS)</b>
<b>8</b>	<b>5780</b>	<b>Entrepreneurship (6 ECTS)</b>
		<b>BUSINESS ADMINISTRATION &amp; HUMAN RESOURCE MANAGEMENT</b>
<b>7</b>	<b>5415</b>	<b>Change and Quality Management (6 ECTS)</b>
<b>7</b>	<b>5783</b>	<b>Management Consulting (6 ECTS)</b>
<b>8</b>	<b>5428</b>	<b>Leadership and Personal Skills Development (6 ECTS)</b>
<b>8</b>	<b>5782</b>	<b>Positive Organizational Scholarship (6 ECTS)</b>
		<b>BUSINESS ANALYTICS</b>
<b>7</b>	<b>5689</b>	<b>Web Analytics (6 ECTS)</b>
<b>7</b>	<b>5691</b>	<b>Marketing Analytics (6 ECTS)</b>
<b>8</b>	<b>5688</b>	<b>Quantitative Marketing Models (6 ECTS)</b>
<b>8</b>	<b>5667</b>	<b>Designing and Analyzing Retail Sales Promotions (6 ECTS)</b>
		<b>DIGITAL MARKETING</b>
<b>7</b>	<b>5689</b>	<b>Web Analytics (6 ECTS)</b>
<b>7</b>	<b>5693</b>	<b>Design and Development of Internet Applications (6 ECTS)</b>
<b>8</b>	<b>5694</b>	<b>Electronic Commerce and Internet Applications (6 ECTS)</b>
<b>8</b>	<b>5692</b>	<b>Digital Content &amp; Omni-channel marketing (6 ECTS)</b>

<i>Semester</i>	<i>Code</i>	<b>ELECTIVE COURSES</b>
<b>7</b>	<b>1193</b>	<b>Principles of Sociology (6 ECTS)</b>
<b>7</b>	<b>1550</b>	<b>Public Finance I (6 ECTS)</b>
<b>7</b>	<b>1705</b>	<b>Game Theory (6 ECTS)</b>
<b>7</b>	<b>2715</b>	<b>Decision Support Systems (6 ECTS)</b>

7	2812	Special Topics in Strategy (6 ECTS)
7	3090	Digital Education Content Creation & Usage in Contemporary Learning Methodologies (6 ECTS)
7	3715	Time Series and Forecasting Methods (6 ECTS)
7	5000	Field Study Project (6 ECTS)
7	5050	Internship (6 ECTS)
7	5627	B2B Marketing (6 ECTS)
7	5637	Marketing of Services (6 ECTS)
7	5657	Retail and Wholesale Marketing (6 ECTS)
7	5668	Agricultural and Food Products' Marketing (6 ECTS)
7	5677	Creative Design and Advertising Messages (6 ECTS)
7	5718	Intercultural-cultural Communication and Management (6 ECTS)
7	5725	Public Relations & Crisis Management (6 ECTS)
7	6122	Introduction to Programming with R (6 ECTS)
7	8117	Database Management Systems (6 ECTS)
7	8121	Project Management (6 ECTS)
8	1181	Private Law I (6 ECTS) (NOT OFFERED)
8	1764	Environmental and Natural Resource Economics (6 ECTS)
8	2464	Social Entrepreneurship (6 ECTS)
8	4116	European Law (6 ECTS)
8	5000	Field Study Project (6 ECTS)
8	4112	International Economics (6 ECTS)
8	5050	Internship (6 ECTS)
8	5658	Tourism Marketing (6 ECTS)
8	5678	Social Entrepreneurship and Non-Profit Marketing (6 ECTS) (NOT OFFERED)
8	5690	Customer Relationship Management (CRM) (6 ECTS)
8	5696	Digital Entrepreneurship (6 ECTS)
8	5728	Negotiations (6 ECTS)
8	7112	Business and Commercial Law (NOT OFFERED) (6 ECTS)
8	7124	Money and Capital Markets (6 ECTS)
8	8106	Programming I (6 ECTS)

8	8126	Analysis & Modeling of Business Processes and Systems (6 ECTS)
8	8134	Production & Operations Management (6 ECTS)
8	8166	Product Design & Development (6 ECTS)
8	---	Foreign Language:
8	5046	English Language VI – Business Terminology
8	5056	French Language VI – Business Terminology
8	5066	German Language VI – Business Terminology

**Cumulative Table Courses and Credits**

Semester	Courses in total	ECTS
1o	5	30
2o	5	30
3o	5	30
4o	5	30
5o	5	30
6o	5	30
7o	5	30
8o	5	30
<b>Total</b>	<b>40</b>	<b>240</b>

*Note: Foreign language courses (I-V) are not awarded with ECTS credits.*

## B2.8 Course Registration

At the beginning of each semester, students are required to complete successfully an online course registration ([www.e-grammateia.gr](http://www.e-grammateia.gr)) in order to have the right to participate in the examination (regular and resit). From the second year onwards, students must re-register on their previous semester courses.

- 1st and 2nd semester students may have a maximum registration in 7 courses/semester.
- 3rd and 4th semester students may have a maximum registration in 8 courses/semester.
- 5th and 6th semester students may have a maximum registration in 9 courses/semester.
- 7th and 8th (or upper) semester students may have a maximum registration in 10 courses/semester.

Foreign Language (I-V) courses and courses belonging to the Curriculum in Education and Education Sciences, are not included on these restrictions.

Students can register on Specialization courses from the 7th semester and beyond, and only if they have declared their Specialization.

## B2.9 Examination and Assessment Regulations

After the completion of each teaching period, all students have to sit final exams for each course. The time allowed for each course examination does not exceed three hours. The responsibility for carrying out the course examination lies with the professor of each course. Students, in order to successfully complete a course, must achieve a grade of 5 or higher in the 0-10 grading scale. If a student fails at a course examination during the fall or spring examination period, he/she can take a re-examination of the same course during the September period. Students are also expected to work on projects and assignments during the course, which contribute towards their overall grade for each course.

### **Grading scale**

10.00 – 8.51 Excellent  
8.50 – 6.51 Very Good  
6.50 – 5.00 Good  
> 5.00 Fail

## **B2.10 Additional Optional Opportunities of the Study Programme**

### **Computer Literacy**

The courses of the curriculum that prove computer literacy are as follows:

- Introduction to Information Technology
- Management Information Systems
- Quantitative Methods I
- Electronic Communication.

### **Program of Studies in Education and Education Sciences**

Students can also choose to participate in the Teacher Education Programme. Specific information on this program are provided at the following link:

<https://www.dept.aueb.gr/tep>

### **ERASMUS+: European & International Mobility Programmes**

Students of the department are optionally given the opportunity to participate in the European exchange programme Erasmus + Mobility for Studies or /and Mobility for Training.

By selecting Mobility for Studies, students spent one or two semesters in another European University that participates in the program. They attend courses that are fully recognized in the Department's curriculum.

By selecting Mobility for Training, students will have a two-month (at minimum) internship in organizations and enterprises abroad, following the program's prerequisites and the deadlines and instructions of the AUEB Erasmus+ Office as published in the relevant announcements on the AUEB website [www.aueb.gr](http://www.aueb.gr).

Respectively, this mobility is either recognized as an elective course (following a specific assessment process by the department's responsible faculty member) or it only written in the Diploma Supplement (if a student has already achieved the "Practical Exercise" course).

Additionally, recent graduates have an option to participate in the Erasmus + Mobility for Training, but this mobility cannot be included in the Diploma Supplement. Detailed information at the website:

<http://www.dept.aueb.gr/el/mbc/content/πρόγραμμα-erasmus>

Finally, the students of the department can also participate in the Erasmus + International Credit Mobility program with full academic recognition. More information, terms and conditions of participation on the Erasmus + AUEB website: <http://www.aueb.gr/el/content/πρόγραμμα-έραςμος>

### **Internship Programme**

The students of the department are also given the opportunity to enrol in Internships in organizations and enterprises in Greece through the AUEB Practical Training Program. The procedures and instructions are listed on the relevant website <https://www.aueb.gr/el/internship/> . Successful completion is recognized as an elective course (following a specific assessment process by the department's responsible faculty member),

see more about the terms and conditions on the departmental website <http://www.dept.aueb.gr/el/mbc/content/πρακτική-άσκηση>

## **B2.11 ECTS Departmental Coordinators**

ECTS Departmental Coordinator is Ms Leda Panayotopoulou, Assistant Professor.

## **B2.12 Access to Further Studies**

The department graduates are eligible to continue their studies both in Greece and abroad in postgraduate courses.

The department of Marketing and Communication is responsible for the management and running of the postgraduate programme “MSc in Marketing and Communication” with the following specialization:

1. Marketing and Communication (Full & Part time)
2. Marketing and Communication in International Marketing (Full time program taught in English)

The department of Marketing and Communication also manages and runs jointly with other departments the following postgraduate courses:

- Master in Business Administration – MBA (Full and Part time)
- MSc in Human Resource Management (Full and Part time)
- Master in Business Administration for Executives – Executive MBA (Part time)
- International Master in Business Administration – MBA International (Full and Part time)
- Master in Heritage Management in collaboration with the University of Kent, UK (Full time)

## B3. Description of Individual Course Units

### B3.1 Compulsory Courses

#### INTRODUCTION TO MANAGEMENT

**Course code:** 5411

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 1<sup>st</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Irene Nikandrou, Leda Panayotopoulou

**Course content:** The course aims to introduce students to the basic concepts of management. The knowledge of the course subject is a basic requirement for the effectiveness and success of all members, regardless of the area of specialization, sector or organization in which they work. The goal of the course is both the development of the framework in which business operate, as well as the content and the functions of management in organizations. Specifically, we will examine the following sections:

- Organizations and Organization Theory, Theoretical approaches to the concept of the organization.
- Business functions. The definition of management and management functions, management skills.
- Managing ethics and corporate social responsibility.
- Organizational culture and diversity management.
- The Environment of management.
- Systems and organizational goals.
- The Function of Planning.
- Decision Making Processes
- The Function of Organizing, basic elements of organizational structure.
- The Function of Leading
- The Function of Control
- Special areas in management: Entrepreneurship, International Management

#### **Learning outcomes:**

After successfully completing the course, students will be able to:

1. Define management and the four management functions and explain the importance of proper implementation of management practices.
2. Analyze the external and internal environment of the organization, identify the factors affecting the effectiveness of the organization and determine organizational goals.
3. Provide ways to design and solve problems concerning organizing.
4. Define the importance of entrepreneurship for the economy and describe the essential elements of a business plan.

#### **Recommended reading material**

1. Slocum, J.W., Jr., Jackson, S. E., and Hellriegel, D. (2011) *Management: 6 Competencies for Success*. P. I. Publishing, Athens.
2. Daft, R. L. (2008). *Organization Theory and Design*. Kleidarithmos, Athens.
3. Bourantas, D. (2001). *Management: Theoretical Background – Contemporary practices*. Mpenos, Athens.

#### **Teaching methods:**

In this course, besides lecturing, we will employ experiential learning methods such as group exercises, case studies, questionnaires, videos, etc.

#### **Assessment methods**

Final Exam: 75%

The exam questions will require students' in-depth knowledge of the topics discussed in class and critical reflection. They must be able to demonstrate strong critical and analytical ability; give solutions to presented organizational problems by applying the theoretical models and framework developed, and take a

holistic approach to business problems.

Assignments: 25%

There is a written team project and presentation that aims to help students understand the theoretical concepts of Management. Teams have to find a small business, analyze its environment and how the firm operates and provide solutions to problems they face, thus linking the theoretical concepts with actual practice.

## **INTRODUCTION TO MARKETING**

**Course code:** 5622

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 1<sup>st</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Kostis Indounas

### **Course content**

The course aims to make participants familiar with the marketing concepts, frameworks, methodologies and tools in order to understand how key marketing decisions are made. Topics covered include: Introduction to what's marketing about. Defining the market. Strategic marketing: market analysis, marketing objectives and strategies. Segmentation and positioning. Marketing-mix decisions – Product, Pricing, Communication and promotion, distribution channels. Specificities of Business-to-Business marketing.

### **Learning outcomes**

After completing this course, participants should be able to:

1. Understand the key marketing principles, tools and vocabulary
2. Be familiar with the different marketing decisions
3. Have an integrated view of marketing.

### **Recommended reading material**

Kotler Ph., Wong V., Saunders J., Armstrong G., (latest edition), Principles of Marketing, Pearson, Prentice Hall.

## **INTRODUCTION TO ECONOMIC ANALYSIS I**

**Course code:** 1101

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 1<sup>st</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** E. Zacharias

**Course content:** The course aims to introduce students to the basic concepts of political economy. We examine the behavior of consumers and the firm and we derive the supply and demand curves. We analyze the role the price mechanism on welfare. We examine the government intervention on the markets and its effects on welfare. We analyze the optimal provision of products with externalities. We examine role of international trade to a country's welfare. We analyze the various forms of market competition: perfect competition, monopoly, monopolistic competition and oligopoly. Finally, we analyze the input market.

## **INTRODUCTION TO INFORMATION TECHNOLOGY**

**Course code:** 5231

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 1<sup>st</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Dimitris Drossos, E.Kafeza, Ilias Mpalafoutis

**Course content:**

The aim of this course is to introduce students to the basic concepts of computer science and information technology. Students at the end of the course will know what they can and can't do with a computer, and the basics of information technology, including the use, architecture and operation of a computer as well as the Internet, the World Wide Web and the latest Web technologies. The students will learn the use and functions of a database, they will acquire basic knowledge regarding programming and software building, the structure and characteristics of modern enterprise information systems and various forms of digital communication and networking.

**Learning outcomes:**

After the completion of the course the student should be able to:

- I. Understand the basic principles of computer science and information technology.
- II. Describe the architecture of a computer and the basic software/hardware components.
- III. Understand basic programming and database principles.
- IV. Use the web, social networks/media and digital communication tools.

**Recommended reading material:**

- 1) Giaglis, G. (2012). Principles of computer operation programming, Publications AUEB AE
- 2) Norton, P. (2011). Introduction to Computers, Tziolas Publications (in Greek).
- 3) Drossos, D., Vougioukas, D., Kalligeros, E., Kokolakis, S., Skianis, C., 2015. Introduction to computer science & communications. [ebook] Athens:Hellenic Academic Libraries Link. Available Online at: <http://hdl.handle.net/11419/4582>

**Teaching methods:** Lecture and lab sessions.

**Assessment methods:** The evaluation of each student is 80% based on written examinations and 20% on the exam in the computer lab.

**PSYCHOLOGY**

**Course code:** 5721

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 1<sup>st</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Eleni Apospori, Flora Kokkinaki

**Course content:** The course aims to introduce students to the broad and fascinating field of Psychology and to present the basic methods, concepts, theories and findings. The course covers a range of important topics of Cognitive Psychology, Social Psychology and Personality. Emphasis is placed on both classical and modern approaches to the study of relevant phenomena and to their relation with Communication and Marketing. Specifically, the course covers the following topics:

- 1) Introduction to Psychology: Scope and Methods
- 2) Perception
- 3) Learning, Memory
- 4) Personality, Intelligence



- 5) Introduction to Social Psychology: Scope and Methods
- 6) Social Cognition, Social Perception
- 7) Social Attribution: Classical attribution theories, attribution errors
- 8) Attitudes: Concept, Structure and Measurement, Attitude change, Attitudes and Behavior
- 9) Social Influence: Conformity, Minority Influence, Compliance, Obedience to Authority
- 10) Groups: Performance, Decision Making, Leadership
- 11) Intergroup relations and Prejudice: Prejudice, Stereotypes, Discrimination, the causes of Prejudice, Reducing Prejudice and Improving intergroup relations

**Learning outcomes:** Upon completion of the course, students should be able to:

- 1) Understand and compare the different theoretical approaches and assess their contribution to the study of behavior.
- 2) Link theoretical approaches to real situations and problems.
- 3) Distinguish the relation between psychological phenomena and consumer behavior.
- 4) Distinguish the relation between psychological phenomena, marketing strategy, communication strategy, and their effectiveness.

**Recommended reading material:**

1. Βοσνιάδου, Σ. (Επιμ.) (2011). Εισαγωγή στην Ψυχολογία. Αθήνα: Gutenberg.
2. Κοκκινάκη, Φ. (2005) Κοινωνική Ψυχολογία: Εισαγωγή στη Μελέτη της Κοινωνικής Συμπεριφοράς. Αθήνα: Τυπωθήτω.
3. Atkinson, R. L. et al. (2003). Εισαγωγή στην Ψυχολογία του Hilgard. Αθήνα: Παπαζήσης. (2 τόμοι).
4. Hogg, M. A., & Vaughan, G. M. (2010). Κοινωνική Ψυχολογία. Αθήνα: Gutenberg

**Teaching methods:** Lectures in which the most prominent theories, followed by relevant empirical studies, are presented and discussed.

**Assessment methods:** Final written examination. Exam questions require short answers or choice between multiple options. Assessment is based on students' understanding of course content as well as on analytical and critical.

## **INTRODUCTION TO BUSINESS COMMUNICATION**

**Course code:** 5722

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 2<sup>nd</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Apospori Eleni, Evangelatos Andreas, Lymperopoulos Dimitris, Mangou Marianna

**Course content:**

The course material can be organized in the following basic parts:

- 1) Basic concepts of communication theory.
- 2) Introduction on semiotic analysis
- 3) Principals and components of interpersonal communication.
- 4) Verbal and Non Verbal communication
- 5) Effective Listening
- 6) Fundamentals of Public Communication and Presentation skills
- 7) Building blocks of effective writing and documents
- 8) Word processing and Presentation software (laboratory)

**Learning outcomes:**

After successfully completing the course, students will be able to:

- 1) Demonstrate and apply an understanding of the theories and process underpinning communication in a business setting.
- 2) Analyze advertising messages in the context of semiotic analysis.
- 3) Categorize the types of nonverbal communication and use examples from each category to illustrate the use of nonverbal communication in making effective interpersonal and public communication.
- 4) Demonstrate the ability to prepare and present information, using the appropriate presentations skills that will increase understanding, retention, and motivation to act.
- 5) Describe the planning process and essential elements of a business document.
- 6) Compose and formatting documents and presentations visual materials, using MsWord and MsPowerpoint.

**Recommended reading material:**

1. Sean Hall, (2007), This Means This, This Means That: A User's Guide to Semiotics, Laurence King Publishers.
2. Miller Katherine, (2011), Organizational Communication: Approaches and Processes, Wadsworth Publishing.

**Teaching methods:**

Lectures, case studies, discussion of real-life examples, group assignment and presentation, Computer Laboratory.

**Assessment methods:**

Final written exam (50%), Compulsory group assignment (25%), Computer Laboratory exam (25%).

**INTRODUCTION TO ECONOMIC ANALYSIS II**

**Course code:** 5316

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 2<sup>nd</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** V.Patsouratis

**Course content:**

Introduction to macroeconomics

Gross national and gross domestic product.Determination of national income and the multipliers

Aggregate demand. Public and private consumption, public and private investment, exports and imports.

Inflation , unemployment and the Philips curve.

The government budget. Taxes and public spending. Deficits and public debt.

Money and its functions.Supply and demand for money. Commercial banks and money supply.The monetary base and the money multiplier. The interest rate.

Fiscal and monetary policies

Open economy macroeconomics. International trade,The balance of payments,The foreign exchange markets, Devaluation

**Learning outcomes:**

At the end of this course, students will be able,

1. To define and apply the major concepts used to analyze the macroeconomic environment.
2. To appreciate the aim and role of national economic policies
3. To understand the ways in which changes in national economies affect business planning and operations.

**Recommended reading material:**

I.Mankiw, N.G. (2002). Principles of Economics vol.B', G.Dardanos (greek translation)

II. P.Krugman and R.Wells (2009), Macroeconomics, Epikentro (greek translation)  
III.Sloman J. (2009). Economics, 7th edition, Prentice Hall.  
IV.Samuelson, A.P. and Nordhaus D.W. (2003). Economics,vol B', Papazisis (greek translation)  
V.W.Baumol and A.Blinder (2009),Macroeconomics,Principles and Policy, P.Paschalidis(greek translation)

**Assessment methods:**

Final exam,(80%), term paper (20%)

**ORGANIZATIONAL BEHAVIOR**

**Course code:** 5412

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 2<sup>nd</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Irene Nikandrou

**Course content:** The course has been designed to help students better understand employees' behaviors and the main issues related to their successful management. The course aims to help students become effective executives and managers. Organizational Behavior is the scientific domain that investigates the impact individuals, groups and structure have on employee behavior and it applies this knowledge to make the organizations more effective. In particular, the following topics will be examined: perception, personality and individual traits, emotional intelligence, motivation, leadership, teams, and contemporary issues on employee management such as empowerment, spirituality at work, generations' management in the workplace and more.

**Learning outcomes:** After successfully completing the course, students will be able to:

- 1) Know the theories and concepts of organizational behavior.
- 2) Study and understand attitudes, emotions and behaviors at the individual and team levels within organizations.
- 3) Recognize the complexity of factors affecting human behavior at the individual and team levels and identify them.
- 4) Develop skills for handling employee behavioral and performance problems at work.

**Recommended reading material:**

1. Vakola, M., and Nikolaou, I. (2011), *Organizational Psychology and Behavior*, Rosilli, Athens.
2. Iordanoglou, D. (2008), *Human Resource Management in contemporary organizations: New trends and practices*, Kritiki, Athens.
3. Kreitner, R., and Kinicki, A. (2004), *Organizational Behavior*, McGraw-Hill, New York.

**Teaching methods:** The course will be based on short lectures, while different educational methods, such as group exercises, case studies, presentations, videos, role playing, questionnaires will be incorporated to clarify and support the theoretical concepts and models of the course.

**Assessment methods:**

**Final Exam: 75%**

The exam questions will require students' in-depth knowledge of the topics discussed in class and critical reflection. They must be able to demonstrate strong critical and analytical ability; give solutions to presented problems by applying the theoretical models and concepts studied, and take a holistic approach to employee problems and behaviors.

**Assignments: 25%**

Two team projects involving critical reflection on issues and concepts that have been discussed during the course have been designed. The first one aims to help students synthesize concepts and theories taught in the classroom with the active involvement of students in a team. The second project aims to develop students' ability to learn through academic research and knowledge. Each team seeks academic and educational material on assigned topics of the course, synthesize and present the material both in writing and through presentations.

**QUANTITATIVE METHODS I**

**Course code:** 5151

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 2<sup>nd</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** to be announced

**Course content:** The course material consists of the following topics: Types of data. Sources and methods for collecting data. Describing your data: frequency distributions, graphs and tables. Describing data using numerical measures (central tendency, variation, skew-ness). The basics of probability and probability distributions (normal distribution, binomial distribution, Poisson distribution). Estimation (sampling distributions and confidence intervals). Hypothesis testing (test for mean, test for proportion, test for two means, test for two proportions, test for ratio of two variances, test for attributes independence).

**Learning outcomes:** After successfully completing the course, students will be able to:

Understand key concepts for quantifying and managing information in business and management problems.

1. Perform computer-aided data analysis using MS Excel or relevant statistical software, such as SPSS.
2. Analyze data skillfully in the context of assignments and the final project.
3. Understand the more advanced techniques of the next modules.

**Recommended reading material:**

- 1) John Halikias (2010), *Statistics: Analysis Methods for Business Decisions*, Rosili, 3rd Edition.
- 2) Berenson M. L., Levine D. M., Szabat K.A., «Basic Business Statistics: Concepts and Applications», PEARSON (Prentice Hall), 2015 (13th Edition).

**Teaching methods:** Teaching will include lectures and laboratories for learning the use of statistical packages for data analysis (SPSS).

**Assessment methods**

The course grade will be based on a final written exam in theory (70%) and in the lab (30%, use of SPSS).

**Teaching methods**

Lectures, case studies, discussion of real-life examples, group assignment.

**Assessment methods**

Final, individual, written exam. Group assignment.

**CONSUMER BEHAVIOUR**

**Course code:** 5623

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 1<sup>st</sup> Year

**Semester:** 2<sup>nd</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Flora Kokkinaki

**Course content:** Consumer Behavior focuses on the study of the processes through which individuals or groups search for, choose, buy, use and evaluate products and services in order to meet their needs and desires. The aim of the course is for students to gain an understanding of the subject and methods of the field, to present classical and contemporary theoretical and empirical approaches and to highlight their importance for the development of effective marketing strategies. The course covers the following topics:

- 1) Introduction to Consumer Behavior: scope, research methods, related fields and disciplines, importance for marketing.
- 2) External influences: demographic and social characteristics, values, culture, reference groups, opinion leadership.
- 3) Internal processes: information processing, perception, learning, memory, motivation, self-image, personality, lifestyle, attitudes, emotions.
- 4) Theory and methods of segmentation.
- 5) Decision processes: stages of decision making, types of buying decisions, consumer involvement and decision-making processes.
- 6) Post-purchase behavior.
- 7) Consumer protection: consumer protection policy, government agencies and consumer organizations, regulatory frameworks and legislation.

**Learning outcomes:** Upon completion of the course, students should be able to:

- 1) Understand the subject matter and methods of consumer behavior.
- 2) Evaluate different theoretical and empirical approaches.
- 3) Understand the processes through which consumers seek and evaluate alternatives and form their preferences.
- 4) Recognize the importance of consumer behavior for planning effective marketing actions.
- 5) Appreciate the ways in which marketing strategies affect consumer behavior.

**Recommended reading material (2-5 entries):**

- 1) Μπάλτας, Γ. και Παπασταθοπούλου, Π. (2013). Συμπεριφορά Καταναλωτή. Αθήνα: Εκδόσεις Rosili.
- 2) Σιώμκος, Γ. (2011). Συμπεριφορά Καταναλωτή και Στρατηγική Μάρκετινγκ. Αθήνα: Εκδόσεις Σταμούλη.
- 3) Haugtvedt, C. P., Herr, P. M., & Kardes, F. R. (Eds) (2008), Handbook of Consumer Psychology, NY: Taylor and Francis.
- 4) Hoyer, W., D., & MacInnis, D. J. (2010) Consumer Behavior, 5th Edition. Mason, OH: South-Western.
- 5) Solomon, M. R. (2016). Συμπεριφορά Καταναλωτή: Αγοράζοντας, Έχοντας και Ζώντας. Αθήνα: Εκδόσεις Τζιόλα.

**Teaching methods:** Interactive lectures that include the presentation of major theoretical approaches and analysis of examples and case studies.

**Assessment methods:** Final written examination. Exam questions require short answers or choice between multiple options. Assessment is based on students' understanding of course content, their analytical and critical ability and the ability to apply theoretical tools in real situations and problems.

## **ADVERTISING**

**Course code:** 5636

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>nd</sup> Year

**Semester:** 3<sup>rd</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Flora Kokkinaki

**Course content:** The course brings students to recognize the close relationship between advertising strategy and marketing strategy and to understand the factors and processes that determine the effectiveness of an advertising campaign. The course focuses on classical and contemporary approaches in the study of advertising (hierarchical models of advertising, advertising in high- and low-involvement conditions, objectives-strategy and planning models) and examines both the strategic (integrated marketing communication strategy, message strategy, budget allocation, effectiveness assessment) as well as the creative aspects of advertising (creative planning and development, creative techniques, message appeals. Online and social media advertising are also covered in depth. The course further gives emphasis to advertising management.

**Learning outcomes:** Upon completion of the course, students should:

- 1) Know the different theoretical and empirical approaches to the study of the advertising.
- 2) Be able to evaluate and use the available theoretical tools in the development of an advertising strategy.
- 3) Understand advertising management procedures and the distinct roles involved in them.
- 4) Know how to plan, develop, execute and evaluate an effective advertising program.

**Recommended reading material:**

- 1) Ζώτος, Γ. (2008). Διαφήμιση: Σχεδιασμός, Ανάπτυξη, Αποτελεσματικότητα (5η έκδ.). Θεσσαλονίκη: University Studio Press.
- 2) Arens, v. W., Arens, C., & Weigold, M. (2014). Αποτελεσματική Διαφήμιση. Αθήνα: Rosili.
- 3) Belch, G. E., & Belch, M. A. (2014). Advertising and Promotion: An Integrated Marketing Communications Perspective (10th Ed.). New York: McGraw-Hill.
- 4) Katz, H. (2010). The Media Handbook: A Complete Guide to Advertising Media Selection, Planning, Research, and Buying (4th Ed.). New York: Routledge.

**Teaching methods:** Interactive lectures that include the presentation of theoretical approaches and analysis of examples and case studies.

**Assessment methods:** Final written examination. Exam questions require short answers or choice between multiple options. Assessment is based on students' knowledge of course content, their analytical and critical ability and the ability to apply theoretical tools in real situations and problems.

## **MARKET RESEARCH**

**Course code:** 5634

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>nd</sup> Year

**Semester:** 3<sup>rd</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Vlas Stathakopoulos

**Course content:** This course is designed to give the students the tools to become an intelligent user of market research. The goal is to provide them with a good understanding of the logic of market research, various types of market research and the market research process, and the role of market research in decision making. Obviously, a major focus will be method, but the course discussion will not be as detailed as would be required of a market research supplier.

**Learning outcomes:** After successfully completing the course, the students will be able to:

- 1) Improve their problem definition skills. Only if the problem is defined in an appropriate manner will the research results will be useful.
- 2) Critically evaluate alternative research designs and to develop and select the most appropriate one for a particular problem situation.

- 3) Implement a simple research design/project – selection of a data collection method, development of the data collection instrument, sample design, collection and analysis of the data, and reporting the results.
- 4) Know various data analysis procedures that is used in market research.

**Recommended reading material:**

- 1) Stathakopoulos, V. (2005), *Market Research Methods*, Stamoulis Publications
- 2) Siomkos, G. and K. Vasilopoulou (2005), *Application of Market Research Methods*, Stamoulis Publications

**Teaching methods:** Sessions combine lecture style delivery with analysis of practical examples and a group project assignment.

**Assessment methods**

Final exam: 70%:

The exam questions will require students to produce essay type answers demonstrating a strong critical and analytical ability as well as ability to practically implement relevant theory.

Group Assignment: 30%:

A group assignment requires students to fully design and implement a real market research project.

**MANAGERIAL DECISION MAKING**

**Course code:** 5133

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>nd</sup> Year

**Semester:** 3<sup>rd</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Panagiotis (Panos) Repoussis

**Course content:**

This course introduces students to the fundamentals of Operations Research / Management Science, and aims to present the decision-making process and its applications for solving complex business problems. Specifically, it deals with creating conceptual backgrounds, mathematical models (e.g., models, methodologies, techniques, concepts, systems, etc.) and the development of tools for systematic decision-making in real business situations. Focus is given on examining and understanding the various models, their applications in various areas of operation, intuitive and their economic importance in decision-making and the application of modern software tools in decision-making. The course will covers 3 main categories, namely linear programming models, integer programming models and decision trees, while in parallel it will refer to multi-criteria and simulation models. Together with the theory and methodology, for each model category the students will be exposed to the use of software tools, based mainly on Microsoft Excel, and they will have the opportunity to test their skills on various problem settings often encountered in the operations and marketing domain.

**Learning outcomes:**

After the completion of the course the student should be able to:

- 1) Model building and framing a decision-making problem in terms of objective function, input parameters and decision variables.
- 2) Select the most suitable method (exact or heuristic) for solving the problem depending on the characteristics, the size and the structure of the problem as well as the available data.
- 3) Understand the structure and formulate static and deterministic mathematical models
- 4) Understand the solver report, perform sensitivity analysis and examine in a systematic way the decision alternatives.
- 5) Hands-on use of Microsoft Excel and other commercial or open-source software (e.g. Excel Solver, Precision Tree, Expert Choice, @Risk etc.) for developing all models and solving problems.

**Recommended reading material:**

- 1) Γρηγόρης Πραστάκος (2002). Διοικητική Επιστήμη: Λήψη Επιχειρηματικών Αποφάσεων στην Κοινωνία της Πληροφορίας, Εκδόσεις Σταμούλη, Ελλάδα
- 2) Γρηγόρης Πραστάκος (2005). Διοικητική Επιστήμη στην Πράξη: Εφαρμογές στη Σύγχρονη Επιχείρηση, Εκδόσεις Σταμούλη, Ελλάδα
- 3) Balakrishnan N. and Render B. (2012). Managerial Decision Modeling with Spreadsheets, Pearsons, USA.

**Teaching methods:**

Regular lecture style sessions will be delivered on the theory, modelling and application of methods for solving the examined problems. Lab sessions will be provided for applying and demonstrating the use of software tools.

**Assessment methods:**

Final Exam: 70%

Model building and problem solving. Students will need to demonstrate analytical problem-solving ability as well as to evaluate/propose alternative solutions.

Lab Exam: 30%

Problem solving using Microsoft Excel and other software.

**ACCOUNTING I**

**Course code:** 5513

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>nd</sup> Year

**Semester:** 3<sup>RD</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ect

**Name(s) of course instructor(s):** Christos Tzovas

**Course content:**

Basic accounting definitions: accounting entity, accounting equation, accounting event, accounting year, accounting result, account. Definition of assets, liabilities and owner's equity. The accounting cycle for accounting entities: posting events in accounting books, accounting errors, trial balances, account adjustments, determination of financial results, income statement and balance sheet. Stock inventory and its valuation. Fixed assets and their valuation, depreciation.

**Learning outcomes:** The purpose of the course is to introduce students to the basic elements of accounting concepts and techniques concerning the preparation and preparation of financial statements. Upon completion of the course, students will be able to have a thorough understanding of:

1. Conceptual and regulatory framework of Accounting.
2. Generally accepted accounting principles.
3. Balance sheet and Income statement, Statement of changes in equity.
4. Accounts
5. Accounting Cycle (journal entries, general ledger, trial balances, adjusting entries, closing entries)
6. Accounting for fixed assets
7. Accounting for inventory.

**Recommended reading material:**

1. "Financial Accounting, International Financial Reporting Standards", D. Gikas, A.Papadaki, G.Siougle, E. Demoirako, C.Tzovas, 5<sup>th</sup> Edition, Benos Publishing, 2016.
2. «Financial Accounting», A. Ballas and D. Hevas, 5<sup>th</sup> Edition, Benos Publishing, 2016.
3. «Intermediate Accounting», Volumes 1 and II, IFRS edition, D.E. Kieso, J.J. Weygandt and T.D.Warfield, John Wiley & Sons., (2011)



4. «Financial Accounting, International Accounting Standards», W.T. Harrison Jr., C.T.Horngren, C.W. Thomas and T. Suwardy, , 9<sup>th</sup> edition, Pearson, (2014), .
5. Handouts in the e-class

## **QUANTITATIVE METHODS II**

**Course code:** 5122

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>nd</sup> Year

**Semester:** 3<sup>rd</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** to be announced

**Course content:** The course material consists of the following topics: Types of data. Linear regression and correlation analysis. Multiple regression analysis and model building. Analysis of variance (one-way analysis of variance, two- way analysis of variance). General linear models. Use of statistical packages for data analysis (SPSS). Presentation of case studies.

**Learning outcomes:** After successfully completing the course, students will be able to:

- 1) Understand how a model which describes the relationship between variables is specified according to the underlined economy theory which distinguishes the dependent variable from the independent ones
- 2) Apply appropriate statistical techniques, both simple and more advanced, to estimate the model
- 3) Analyze the computer output and interpret the results
- 4) Incorporate qualitative variables into a regression model by using dummy variables
- 5) Use the estimated model for forecasting purposes
- 6) Evaluate the forecasting performance of the model

**Recommended reading material:**

- 1) John Halikias (2010), *Statistics: Analysis Methods for Business Decisions*, Rosili, 3rd Edition.
- 2) Berenson M. L., Levine D. M., Szabat K.A., «Basic Business Statistics: Concepts and Applications», PEARSON (Prentice Hall), 2015 (13th Edition).

**Teaching methods:** Teaching will include lectures and laboratories for learning the use of statistical packages for data analysis (SPSS).

**Assessment methods:**

The course grade will be based on a final written exam in theory (50%) and in the lab (50%, use of SPSS).

## **HUMAN RESOURCES MANAGEMENT**

**Course code:** 5414

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>nd</sup> Year

**Semester:** 4<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ects

**Name(s) of course instructor(s):** Maria Vakola

**Course content:**

Businesses and organizations operate, grow and have to survive in a competitive environment that is constantly changing. As a result the human factor is a competitive advantage. This course aims to introduce students to contemporary approaches to human resources management. In particular, successful managers of all disciplines need to know how to efficiently manage their people. The course presents the strategic human resource management and then aims to show successful practices and process regarding job analysis

and job description, the recruitment and selection, performance evaluation, the training and development, etc.

**Learning outcomes:** Upon completion of the course, participants will be able to:

- 1) Recognize the anthropocentric orientation of an enterprise
- 2) Understand human resources recruitment and selection criteria
- 3) Know how to construct a job description
- 4) Understand the performance appraisal process
- 5) Understand effective training and development practices.

**Recommended reading material:**

- 1) Παπαλεξανδρή Ν και Μπουραντάς Δ. (2002): Διοίκηση Ανθρωπίνων Πόρων, Εκδόσεις Μπένος, Αθήνα
- 2) Χυτήρης Λ., Διοίκηση Ανθρωπίνων Πόρων, (2001), Interbooks, Αθήνα

**Teaching methods:**

It is based on interactive lectures, case studies, individual and team exercises and guest speakers.

**Assessment methods:**

The assessment of the course is based on written exams and a group assignment

## **SALES MANAGEMENT**

**Course code:** 5625

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>ND</sup> Year

**Semester:** 4<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Vlasis Stathakopoulos

**Course content:** The course covers the three interrelated processes of sales force management in sequence. First, the course will provide an understanding of the “fit” between sales management and marketing and the formulation of the strategic sales program. Second, we turn our attention to implementation activities. Here, we will discuss topics such as salesperson performance, sales aptitude, recruiting personnel and the design of compensation systems. Finally, we address issues related to the evaluation, assessment, and control of sales management activities.

**Learning outcomes:** After successfully completing the course, students will be able to:

- 1) Comprehend how the strategic sales program is related to the company’s strategic marketing planning.
- 2) Know the three interrelated processes of a sales program.
- 3) Design and organize an effective sales program.
- 4) Implement successfully a sales program – hiring and training sales personnel, motivating salespeople and rewarding sales force.
- 5) Assess the performance of both the sales department and the individual sales people, using appropriate KPIs.

**Recommended reading material:**

- 1) Avlonitis G. and V. Stathakopoulos (2008), *Sales Management*, Stamoulis Publications
- 2) Gounaris S. & V. Stathakopoulos (2006), *Key Account Management*, Stamoulis Publications

**Teaching methods:** Sessions combine lecture style delivery with analysis of practical examples and a group project assignment.

**Assessment methods**

**Final exam:** 70%:

The exam questions will require students to produce essay type answers demonstrating a strong critical and analytical ability as well as ability to practically implement relevant theory.

Group Assignment: 30%:

A group assignment requires students to design and implement a practical sales force management project.

### **ELECTRONIC COMMUNICATION**

**Course code:** 5724

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>ND</sup> Year

**Semester:** 4<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s)** Andreas Evaggelatos, Eleana Kafeza

#### **Course content**

The course discusses principles, models, means and specificities of communication through digital means and media. Topics covered include models and frameworks of e-communication, Web 2.0, blogs, social media. forms and codes of e-communication, Content Management Systems, security and privacy issues.

#### **Learning outcomes**

After completing this course, participants should be able to:

1. understand the specificities of electronic communication
2. know the corresponding tools, forms and communications codes
3. be familiar with and able to use at a beginner's level a content management system
4. be familiar with and able to use virtual communities and social media .

#### **Recommended reading material**

1. Laudon K., Travel C., (2014), E-commerce, business, technology, society. Pearson.
2. Tuten T., Solomon M., (2014), Social Media Marketing, 2nd ed., Sage.

#### **Teaching methods**

Lectures, case studies, discussion of real-life examples, group assignment.

#### **Assessment methods**

Final, individual, written exam. Compulsory group assignment.

### **ACCOUNTING II**

**Course code:** 5514

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>nd</sup> Year

**Semester:** 4<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Christos Tzovas

**Course content:** The course material can be organized in the following six parts:

1. Inventories
2. Accounts Receivable
3. Non-Current Tangible and Intangible Assets
4. Financial Leases
5. Financial Instruments of the Balance Sheet
6. Financial Statement Analysis

**Learning outcomes:** Upon successful completion of the course, students will be able to understand the accounting for non-current tangible and intangible assets, financial leases, financial instruments of the balance sheet, accounts receivable and inventories, and to implement a comprehensive financial statement analysis of the firm.

**Recommended reading material:**

1. Gikas, Papadaki, Siougle, Demirakos, and Tzovas (2016). Financial Accounting: International Financial Reporting Standards. Benou Publishers.
2. Ballas and Hevas (2016). Financial Accounting. Benou Publishers.

**Teaching methods:** Lectures that combine the theoretical analysis of accounting concepts with the practical application and the solution of multiple problems and exercises.

**Assessment methods**

Final exam: 100%

The exam comprises 4 problems, which are based on the course's material.

**FINANCIAL MANAGEMENT I**

**Course code:** 2416

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2<sup>nd</sup> Year

**Semester:** 4<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Anastasios Drakos, Konstantinos Kassimatis

**Course content**

This course is an introduction in Financial Management. During the first few weeks students will become familiar with basic concepts in finance such as present and futures value and amortization while on the course of the program the most basic areas in corporate finance such as investment decision techniques and financing of investment projects and cost of capital are extensively analyzed, both in theoretical and practical terms.

**Prerequisites**

None

**Learning outcomes**

1. Understanding the fundamental notion of time value in financing and investment decisions
2. Learning the concept of the Investment Criteria NPV and IRR, in theory and practice
3. Definition of the Cost of Capital from alternative financing sources and calculation of the Weighted Average Cost of Capital.
4. In depth analysis of the Project Valuation Process and the calculation of the Firm and Equity value through DCF model.

**Recommended reading material:**

1. A.A.Drakos & G.A Karathanassis, (2017), «*Financial Management for Corporations*», Editions, Benos
2. Lecture Notes, Case Studies, Workshops,

**Teaching methods:** Lectures and Workshops

**Assessment methods:** Written Exams

## **CORPORATE COMMUNICATION STRATEGY**

**Course code:** 5738

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup> Year

**Semester:** 5<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Irene Nikandrou, Andreas Evangelatos, Dimitris Lymperopoulos, Marianna Maggou

### **Course content**

1. Definition and role of Corporate Communication
2. Stakeholder Management and Communication
3. Corporate Identity, Image & Reputation and Brand management
4. Communication Strategy
5. Research and Measurement in corporate communication
6. Designing Communication campaigns
7. Communication campaign project management using Ms-Project software
8. Employee Communication
9. Corporate Social Responsibility
10. Social media and corporate communication

### **Learning outcomes**

After completing this course, participants should be able to:

1. Understand the function of corporate communication and its importance for the organization.
2. Identify and understand the various stakeholders for corporate communication.
3. Identify and describe the key dimensions that characterize and differentiate the concepts of corporate identity, image and reputation within an organization.
4. Identify and analyze the elements of corporate visual identity and design procedures for its effective management.
5. Understand the content and the procedures of the design of the corporate communication strategy.
6. Recognize the stages of planning a communication campaign and design each stage taking into account the relevant contingencies.
7. Understand the new media of corporate communication such web sites and social media, and the impact they have on corporate communication strategy.

### **Recommended reading material**

1. Cornelissen Joep, (2011), Corporate Communication: A Guide to Theory and Practice, SAGE.
2. Wilcox D. & Cameron Gl., (2014), Public Relations, ION Publications.
3. Instructors' Notes.

### **Teaching methods**

The course is based on lectures, case studies, group assignments, as well as computer workshops.

### **Assessment methods**

Final written exam. Compulsory individual and group assignments.

## **CORPORATE ETHICS AND RESPONSIBILITY**

**Course code:** 5781

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup> Year

**Semester:** 5<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Eleni Apospori, Christos Tsanos

### **Course content**

As corporations and governance go beyond country-borders and societies interact with the use of modern technology on a global level, the relationship between corporations, governance and societies are becoming increasingly complex and the role of ethics and responsibility in this relationship has become very important. The aim of this course is that participants learn to think in the context of this the complex relationship and understand why and how their decisions as managers must take into account the principles of ethics and responsibility. For this reason the course has the following sections:

Emphasis on theory of corporate responsibility

Ethics-Corporate Ethics -Corporate Culture, Corporate Responsibility-Sustainability/Corporate Governance: the concepts and their relationship

The global environment: Economic-political-technological factors

Concepts and dimensions of corporate responsibility

- Environmental Responsibility
- Human and labor rights
- Responsibility towards consumers

Communicating corporate responsibility

Corporate responsibility in practice-strategy, implementation and results

Emphasis on responsible production and consumption of products

Responsible consumption

- the role of culture
- the role of individual
- the dilemmas

Global development, production, consumption and responsibility

- wood and paper products
- clothing and shoes products
- food products
- electronic products

### **Learning outcomes**

Upon completion of the course participants will be able to

1. understand in depth the relationship between companies, governance and societies.
2. understand that in the globalised world, economic, political and technological factors are changing the rules of business operation.
3. understand the concepts and dimensions of corporate ethics, corporate culture, corporate responsibility, sustainability, social responsibility and governance and the relationships between them.
4. understand the importance of responsible development, production, and consumption products.
5. to equip themselves with the knowledge that will allow them to choose strategies that embody responsibility, implement them and measure their impact on their business.

### **Recommended reading material**

1. *Lectures notes*, E. Apospori, 2016
2. *Corporate Responsibility*, P.A. Argenti, Sage, 2016
3. *Looking behind the Label*, T. Bartley et al, Indiana University Press, 2015
4. *Strategic Corporate Social Responsibility. Stakeholders in a Global Environment*, W.Werther, Jr & D. Chandles, Sage, 2006
5. *Corporations and Citizenship*, G Urban (ed.), U of Pennsylvania Press, 2014

**Teaching methods:** Sessions combine lecture style delivery with analysis of case studies, reference to practical examples, practical application group exercises, use of social media – research/preparation and participation of students, visits to companies, presentations by business executives, presentations by students.

### **Assessment methods**

**Written examination: 55%**

The questions will require students to produce essay type answers demonstrating in-depth understanding of the content of the course and strong critical and analytical ability.

**Participation, written group project and presentation: 45%**

Participants identify a real problem/case and apply acquired knowledge to interpret or to provide answers to the problem.

**BUSINESS ECONOMICS**

**Course code:** 1594

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup> Year

**Semester:** 5<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Christos Genakos

**Course content:** The economics of the firm use microeconomic tools and methods in the field of firms' decision making. The objective of this course is to analyze and optimize the firms' decision making in order to increase the efficiency of the firms. The subjects that will be analyzed are: Theory of the firm. Quantification and evaluation of the quality of the firms' administration in international level and their comparative study. Estimation of the demand functions, techniques of qualitative and quantitative analysis, and the firms' forecasts. Production functions with one or more inputs. How to estimate production functions and what we learn from these estimations. Theory and estimation of cost functions. Pricing under conditions of perfect competition, monopoly, monopolistic competition and oligopoly as characteristic forms of market structure. Pricing technics of independent and related products. Forms of firm's organization and administration. The problem of principal and agent within the firm. Evaluation and incentives for workers productivity.

**MANAGEMENT INFORMATION SYSTEMS**

**Course code:** 5225

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup> Year

**Semester:** 5<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Eleana Kafeza

**Course content:** The course covers the following topics: The role of IT in organizations; IS in organizations, decision support systems, intra- and inter-organizational information systems, strategic information systems for innovation and competitive advantage, design and acquisition of information systems, information resource management, the role of IS in the economic and social development of Greece.

**Learning outcomes:** The learning objective of the course is for students to appreciate the role and importance of IT in organizations, focusing on effective use and management. Students understand the different types of IS and the organizational support each offers. They also understand techniques and technologies that assist organizations exploit big data and support business decisions. The course focuses on the use of innovative technologies, e-business and ubiquitous systems and the strategic role of IS. Students also learn important concepts and techniques related to strategic planning, analysis and acquisition of new technologies and systems and develop an appreciation for the broader impact of IT on socio-economic development.

**Recommended reading material:**

- Δουκίδης, Γ.Ι. (2011) Καινοτομία Στρατηγική Ανάπτυξη και Πληροφοριακά Συστήματα. Εκδόσεις Σιδέρης
- Turban E., Volonino L (2012) Information Technology for Management, 8th Edition, Wiley

**Teaching methods:** Interactive lecture sessions where theory is presented in combination with the analysis of case studies and relevant practical examples.

**Assessment methods**

Final exam: 100%:

The exam questions will require students to produce essay type answers demonstrating a strong critical and analytical ability; combining understanding of theoretical models and frameworks with practical examples; giving solutions to presented business problems; and taking a holistic business perspective.

**FINANCIAL MANAGEMENT II**

**Course code:** 2511

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup> Year

**Semester:** 5<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Anastasios Drakos

**Course content:** The second course entitled as Financial Management focuses on the principles and functions of the Corporate Finance. Medium and Short Term Financing, from Bank Loans to Factoring and Leasing offer a close insight on alternative Financing Decisions, while a detailed analysis of the Financial Programming (Break Even, Working Capital Management, Credit and Inventories Management etc.) and its applications on Corporate Planning, is performed. In this context of Corporate Financing and Planning the Capital Structure Decision and the Dividend Policy Matters, are essential for a consolidated review on the Corporate Finance.

**Prerequisites:**

Financial Management 1

**Learning outcomes:**

1. Understanding the fundamentals of Financial Programming
2. Learning of the Short Term Financing sources in the context of a Managing the Working Capital of a company
3. Significance of the Capital Structure and the Dividend Policy, and their implications on the profit and the risk for both the company and the shareholders.
4. Understanding the Short and Medium term Corporate Budgeting techniques.

**Recommended reading material:**

1. "Principles of corporate Finance " Utopia, Brealey Richard, Myers Stewart, Allen Franklin
2. Lectures Notes, Case Studies, and workshops

**Teaching methods:** Lectures, Workshops and Workpaper

**Assessment methods:** Written Exams 70% και Work paper 30%

**DISTRIBUTION CHANNELS & LOGISTICS**

**Course code:** 5648

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup> Year

**Semester:** 6<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Dionysis Skarmas



**Course content:** Channel structure and functions; Channel design; Channel power, conflict and coordination; Control and monitoring mechanisms; Strategic alliances and vertical integration in distribution; Retailing, wholesaling and franchising; Logistics and supply chain management; Case studies in distribution and logistics management.

**Learning outcomes:** On completion of this course, students will be able to:

1. Understand how distribution channels management can help firms achieve a competitive advantage.
2. Understand supply chain management can help firms achieve a competitive advantage.
3. Appreciate the importance of multi-channel systems.
4. Critically relate distribution strategy to levels of customer service.
5. Understand the issues involved in physical distribution and logistics decisions.

**Recommended reading material:**

1. Palmatier, R., Stern, L. & El-Ansary, A. (2016) *Marketing Channel Strategy* (8th Ed.), Routledge.
2. Harrison, A., Remko, V. H. & Skipworth, H. (2014). *Logistics Management and Strategy: Competing through the Supply Chain* (5th Ed.), Prentice Hall.
3. Martin, C. (2016), *Logistics and Supply Chain Management* (5th Ed.), Financial Times Management.
4. Berman, B. R. & Evans, J. R. (2010), *Retail Management – A Strategic Approach* (11th Ed.), Pearson.

**Teaching methods:** Lectures have an interactive nature and include theoretical frameworks, practical examples and case studies.

**Assessment methods**

Final exam

Students need to provide essay type answers that synthesize theories and examples covered in the course and demonstrate critical and analytical abilities.

## **BUSINESS STRATEGY AND STRATEGIC MANAGEMENT**

**Course code:** 5407

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup> Year

**Semester:** 6<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Dimitrios Manolopoulos, Vlas Stathakopoulos

**Course content**

The course material will be organised in the following parts:

1. How to analyze the external environment of the company: (Structural Analysis of Industries, Strategic Groups, Trends)
2. How to exploit and build resources and capabilities needed to achieve, maintain and improve the firms market positioning (strategy as the creation of dynamic capabilities)
3. How to direct the company into the future (mission/vision/strategic intent)
4. How to make a strategic choice, given a number of alternative strategic options (choices include: in which areas should we diversify, in which products/services should we expand, how are we going to implement this expansion, are we going to acquire, merge, form an alliance with another business).
5. How to build and sustain competitive advantage
6. What type of structure, systems, people, does a company need to successfully implement a chosen strategy.
7. How to make better strategic decisions and how to avoid the hidden traps that lead to erroneous decisions.

**Learning outcomes**

After taking this course, students should be able to:

1. Define and elaborate on the varied strategy perspectives that have been developed in academic literature and business practice.
2. Understand and utilize the different methods of strategic analysis and identify the potential advantages and disadvantages of each method
3. Understand the fundamental prerequisites of a sustainable competitive advantage.
4. Identify the alternative strategic options at business and corporate level. .
5. Analyze the importance of crafting and implementing strategy, and the impact of structure, systems, human resources values and corporate culture on strategic choices.
6. Evaluate and highlight the optimal strategic alternatives
7. Critically evaluate decision making process and spot and discuss the most common strategy mistakes in strategy design and implementation.

**Recommended reading material:**

1. Hill, C.W.L. and Jones, G.R., 2010. Strategic Management: An Integrated Approach, 9th edition, South-Western Cengage Learning, USA.
2. Johnson, G. and Scholes, K., 2002. Exploring corporate strategy: Text and cases, 6th edition, Prentice Hall Europe, London.
3. Johnson, G., Scholes, K. and Whittington, R., 2011. Basic principles of business strategy (in Greek), Kritiki editions, Athens.
4. Mauborgne, R. and Kim, C., 2006. Blueoceanstrategies (inGreek), Kritiki editions, Athens.
5. Papadakis, V., 2012. Business Strategy: The Greek and International Experience (in Greek), Theory, 6<sup>th</sup> edition, Benos editions, Athens.
6. Avlonitis G. and P. Papastathopoulou, 2010. Marketing Plans (in Greek), Stamoulis editions, Athens.

**Teaching methods:**

Lectures will be interactive based on a combination of theory and practice. Practical issues will facilitate theory assimilation but also empower analytical and critical thinking skills.

**Assessment methods**

Final Exam: 35%

The written exams will require students to have a good grasp of theory as well as skills of critical thinking to respond to practical issues. The exams will be based on case studies, which should be analyzed with sufficient evidence.

Group Assignment: 35%

Students will be asked to prepare a written marketing plan, working in teams.

Simulation Game – Markstrat: 30%

Students will have the opportunity to manage their own company and make decisions on critical strategic issues.

**PRODUCT POLICY**

**Course code:** 5624

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup>

**Semester:** 6<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Paraskevas Argouslidis

**Course content:** The product (either a tangible good or an intangible service product) is a central element of the Marketing mix. The present course goes into an in-depth analysis of an array of notions and concepts relating to a firm's product policy, aiming at equipping students with knowledge that is premised on solid theoretical underpinnings and that is applicable to a practical/managerial level, in various manufacturing and service sectors of the economy. The teaching material covers (a) fundamental notions of product policy, (b)

models of product portfolio management, (c) innovation and new product development, (d) branding, (e) product elimination decision-making in manufacturing and service sectors, and (f) assortment management in the sector of retailing.

**Learning outcomes:** Upon successful completion of this course, students should be in a position to:

1. Have a thorough knowledge about the areas covered during lectures,
2. Synthesize in a critical manner various product policy theories,
3. Apply the corresponding theoretical background to strategic and tactical product policy decisions, which they will face in their working places,
4. Articulate theory-based and practically-relevant recommendations in their working places, in regard to the development of a product portfolio that is balanced, customer-oriented, and in compliance with the objectives of the firm.

**Recommended reading material:**

1. Avlonitis, G., and Papastathopoulou, P. (2004). *Efficient Management of Product and Services Portfolios*, Stamoulis Publications, Athens.
2. Kapferer, J. N. (2012). *The New Strategic Brand Management: Advanced Insights and Strategic Thinking*, 5<sup>th</sup> Edition, Kogan Page, London.

**Teaching methods:** Lectures based on solid empirically-based knowledge, as well as on relevant practical examples and cases studies.

**Assessment methods:** This course is assessed on a written exam (100% weight). Students can prepare and submit an optional written assignment.

## **PRICING STRATEGY**

**Course code:** 5647

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup> Year

**Semester:** 6<sup>th</sup> Semester

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Kostis Indounas

**Course content:** The course focuses on the meaning and importance of the pricing strategy along with the main factors that affect price decision making. Also, an emphasis is placed on presenting the stages of the pricing process and the differences of pricing in different contexts (B2C markets, B2B markets, products, services, international markets, Internet, retailing, agricultural markets).

**Learning outcomes:** After successfully completing the course, students will be able to understand the:

Meaning and importance of the pricing strategy.

Main factors that affect price decision making.

Stages of the pricing process.

Differences of pricing in different contexts.

The relationship between pricing strategy and the overall marketing strategy.

**Recommended reading material:**

1. Papavasileiou, N. and Indounas, K. (2005), *The Company's Pricing Strategy*, Stamoulis, Athens.
2. Kotler, P. and Keller, K.L. (2006), *Marketing Management* (12<sup>th</sup> US Edition), Kleidarithmos, Athens.

**Teaching methods:** Sessions combine interactive lecture style delivery, case studies, presentation of group assignments and lectures by specialized practitioners.

**Assessment methods**

Final exam: 80%:

The exam questions will require students to produce essay type answers demonstrating a strong critical and analytical ability; combining understanding of theoretical models and frameworks with practical examples; giving solutions to presented business problems.

Assignments: 20%:

Students are expected to work in teams and conduct a literature review of a selected topic.

**DIGITAL MARKETING**

**Course code:** 5626

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 3<sup>rd</sup> Year

**Semester:** 6<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Dimitris Drossos

**Course content**

Internet and more generally the digital technologies transform markets and offer new opportunities and tools for marketing. The course objective is to present and discuss these transformations at both strategic and tactical levels, and link them to the overall marketing strategy. Topics covered include: marketing strategy at the digital era, consumer behavior on the web, value creation and content marketing, pricing issues, media and tools for digital advertising (own, paid, earned media), Search Engine Optimization, new players, e-business models, Web analytics & social media metrics.

**Learning outcomes**

After completing this course, participants should be able to:

1. understand the impact of digital technologies on marketing
2. be familiar with the key digital marketing tools and be able to use them at a beginner's level
3. choose and combine the right tools depending on marketing objectives and markets' situation
4. evaluate the results of digital marketing actions
5. combine all the above in a e-marketing plan.

**Recommended reading material:**

1. Chaffey D., Chadwick E., (2016), Digital Marketing, Pearson, 6th edition.
2. Strauss J. Frost R., 2016, E-Marketing, Pearson, 7th international edition.

**Teaching methods**

Lectures, case studies, discussion of real-life examples, group assignment. The course comprises laboratory workshops.

**Assessment methods**

Final, individual, written exam. Compulsory group assignment.

## **B3.2 Specialization Courses**

### **B3.2.1 International Management, Innovation and Entrepreneurship**

#### **INTERNATIONAL MANAGEMENT**

**Course Code:** 5785

**Type of Course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> (Winter)

**Number of credits allocated (ECTS):** 6 ect

**Name(s) of course instructor(s):** Dimitrios Manolopoulos

#### **Course content**

The core aim of the course is to familiarize students with the fundamental dimensions of international management. Basic management principles remain the same during the internationalization stage of a corporation; however, they should be placed in a context of different markets and macro-environmental characteristics. In this vein, international management should bridge the divide between global integration and national responsiveness as far as resource selection and deployment decisions, strategy adaptation and challenges from global operations are concerned. As such, the course focuses on macro environmental characteristics, motives for international expansion, entry and global strategies, trade theories, government interventions, foreign direct investments and subsidiary roles and the organizational challenges of the contemporary multinational enterprise.

#### **Prerequisites**

None

#### **Objectives of the course**

As a result of taking this course, students should be able to:

- Describe and elaborate on the major cultural, political, economic and technological changes that impact on international management.
- Identify the opportunities, challenges, threats and problems faced by multinational managers.
- Analyze and critically evaluate the impact of globalization and national responsiveness on international management and global strategies.
- Analyze internationalization and market entry strategies.
- Classify and describe the role of subsidiaries and their impact on the economic development of host countries.
- Critically evaluate the diverse organizational structures that govern the relationships of the international corporation.
- Describe and evaluate elements of knowledge-related competitiveness that lead to superior performance in the global marketplace.
- Relate theoretical foundations to actual international management practices.

#### **Recommended reading**

- Manolopoulos, D. and Bitzenis, A. (2018). The Internationalized firm in the 21st Century (in Greek). Athens: Stamoulis
- Griffin, R.W. and Pustay, M. W. (2018). International Business: A Managerial Perspective (in Greek). Thessaloniki: Tziolas

#### **Teaching methods**

Lectures, discussion of case studies and presentation of audio-visual material

#### **Assessment methods**

Written exams

#### **ADVANCED TOPICS IN STRATEGY AND INNOVATION**

**Course code:** 8169

**Type of course:** Specialization course  
**Language of instruction:** Greek  
**Year of study:** 4<sup>th</sup> Year  
**Semester:** 7<sup>th</sup> (Winter)  
**Number of credits allocated (ECTS):** 6 ects  
**Name(s) of course instructor(s):** Yiannis Spanos

### Course content

Transformational change and innovation are key phenomena in today's business environment. In this course we examine how and why firms strategically change and innovate. The aim is to provide students the concepts and methodologies necessary to understand the complexities involved in these phenomena. We also focus on some key aspects of organisational life such as corporate governance and social responsibility.

### Learning Outcomes

Participating in this course will enable students to recognise and analyse key issues related to:

1. The changing environment and the ideal firm architecture
2. Motors of change: Archetypal theories of change
3. How do organizations adapt? The tempo of change
4. Strategic Transformation from a practical perspective
5. Innovation and Competitiveness
6. Innovation processes
7. Corporate governance
8. Corporate social responsibility

Students are expected to develop the necessary skills to allow them to design and implement strategic change and innovation initiatives.

### INTERNATIONAL MARKETING

**Course code:** 5638  
**Type of course:** Specialization course  
**Language of instruction:** Greek  
**Year of study:** 4<sup>th</sup> Year  
**Semester:** 8<sup>th</sup> Semester  
**Number of credits allocated (ECTS):** 6  
**Name(s) of course instructor(s):** Dionysis Skarmas

**Course content:** Globalization; Internationalization process; Global marketing environment; Global market segmentation; Global market selection; Global product strategy; Global promotion strategy; Global distribution strategy; Global pricing strategy; Case studies in global marketing.

**Learning outcomes:** On completion of this course, students will be able to:

1. Exhibit an appreciation of the issues and complexities facing business when moving into global markets.
2. Apply techniques for the analysis of environmental and competitive forces in a global setting.
3. Demonstrate an understanding of globalization and the internationalization process of a firm and how they impact on market(s) and entry mode(s) selection.
4. Show an appreciation of the value of global market intelligence, key data sources and issues of consistency in internationally published data.
5. Appreciate the importance of understanding different international culture traits, noting the implication for business.

### Recommended reading material:

1. Hollensen, S. (2014). Global Marketing: A Decision-Oriented Approach, (6th ed.), Pearson.
2. Keegan, W. J. & Green, M. C. (2012). Global Marketing, (7th ed.), Prentice Hall.
3. Sarathy, R., Terpstra, V. & Russow, L. (2006). International Marketing, (9th ed.), Dryden Press.
4. Cateora, P., Graham, J. & Gilly, M. (2015). International Marketing, (17th ed.), McGraw-Hill Education.

**Teaching methods:** Lectures have an interactive nature and include theoretical frameworks, practical examples and case studies.

### **Assessment methods**

#### Final exam

Students need to provide essay type answers that synthesize theories and examples covered in the course and demonstrate critical and analytical abilities.

### **ENTREPRENEURSHIP**

**Course code:** 5780

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Eleanna Galanaki

**Course content:** This course provides students with economic, cultural, political, sociological, and psychological perspectives on the creation and evolution of entrepreneurial ventures. It helps students gain an understanding of the business principles necessary to start and operate a business. The students develop an awareness of the opportunities for small business ownership, as well as the planning skills needed to open a small business. Students will explore the traits and characteristics of successful entrepreneurs. They will learn strategies of business management and marketing and the economic role of the entrepreneur in the market system. Entrepreneurship is a course designed for students enrolled in marketing, business, and/or other courses who have an interest in developing the skills, attitudes, and knowledge necessary for successful entrepreneurs.

**Learning outcomes:** Upon successful completion of this course, the student will be able to:  
Define entrepreneurship in business and discuss the benefits and drawbacks of entrepreneurship.

1. Describe the important role small businesses play in the economy.
2. Conduct strategic analysis for a new venture
3. Explain the advantages and the disadvantages of alternative forms of ownership.
4. Conduct the evaluation process for buying an existing business.
5. Prepare a solid business plan and make an effective business plan presentation.
6. Avoid common mistakes in managing a new venture or family business.

#### **Recommended reading material:**

1. Scarborough N. (2018). Επιχειρηματικότητα και Διοίκηση Μικρομεσαίων Επιχειρήσεων. Επιστημονική επιμέλεια για την Ελληνική γλώσσα Ελεάννα Γαλανάκη. 1η έκδοση. Αθήνα, Εκδόσεις Μ. Παρίκου (ΙΩΝ)
2. Scarborough, N. M and Zimmerer, T. W., (2013). Effective Small Business Management. 10th edition, Pearson Prentice Hall, Upper Saddle River
3. Kuratko, D. F (2013) Entrepreneurship, Theory, Process, Practice. 9th edition, South Western Educational Publishing

**Teaching methods:** The delivery of this module will involve formal presentations and classroom discussions in conjunction with case studies, individual and group exercises.

### **Assessment methods**

The assessment for this course will comprise:

Written Exams 60%

Group Assignment + Oral presentation 40 %

Elective Presentation (may add up to an additional 10% to the student's final grade)

Written Exams: The examination is designed to test that students understand the issues covered during the course lectures. The exam paper includes questions which require short answers and multiple choice questions that cover the whole range of taught units.

Mandatory Group Assignment: The coursework of this module is a business plan and the presentation of it to the rest of the class. You are expected to write the business plan for a company that you know or for a company that you wish to launch. Your business plan will be assessed on its potential to convince potential investors. (The format and the content of the assignment are to be explained further in the first lecture.)

Elective Presentation: Students who wish to may take up, individually or in pairs, a 15-minute presentation of an article given to them by the instructor. According to an evaluation of their understanding and insights on the topic, and the quality of their presentation, this assignment may add up to 1 (/10) grade to their final mark.

## **B3.2.2 Human Resource Management**

### **CHANGE AND QUALITY MANAGEMENT**

**Course code:** 5415

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Maria Vakola

#### **Course content**

The concept of change is not a new one. Indeed change has always been recognised as necessary and inherent to all aspects of life. However the last decade has, for most organisations, been a time of totally unprecedented and seemingly ever accelerating change so that the phrase "change or die" has increasing resonance. Coping with change has become another element in organisations' battle to compete, thereby focusing attention on the need to manage change effectively. The aim of this course is to provide an understanding of the change management process and to present a framework for managing change

#### **Learning outcomes**

On successfully completing the module, participants will be able to do the following:

1. Present a clear view of the theory and practice of managing change.
2. Demonstrate an understanding of the choices and dilemmas facing organisations.
3. Explain the nature and history of the theories, approaches and beliefs available to guide their action, in order to make informed choices when instigating and implementing change.
4. Demonstrate a practical understanding of organizational change, of the approaches to change and the methods of identifying, planning and implementing change.

#### **Teaching methods**

It is based on interactive lectures, case studies, individual and team exercises and guest speakers

#### **Assessment methods**

It is based on written exams and a group assignment.



## **MANAGEMENT CONSULTING**

**Course code:** 5873

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Eleanna Galanaki, Leda Panayotopoulou.

**Course content:** This is an applications course exploring the profession of management consulting. The course is designed to provide a framework for understanding the art and science of providing management counsel to client organizations in the public and private sectors.

**Learning outcomes:** After successfully completing the course, students will be able to:

1. Understanding the responsibilities of the management consulting profession and why and how consultants are utilized
2. Apply a consulting process framework to an actual client engagement
3. Develop a proposal and work plan for a consulting project
4. Knowing how to apply the consulting process and tools
5. Make effective oral and written presentations to client organizations

### **Recommended reading material:**

1. Galanaki E., Panayotopoulou L., Management Consulting -University notes in greek language.
2. Louise Wickham, 2012. Management Consulting Delivering an Effective Project. Pearson, 4<sup>th</sup> edition
3. Weiss, 2011. The Consulting Bible: Everything You Need to Know to Create and Expand a Seven-Figure Consulting Practice. Wiley
4. Cosentino, 2013. Case In Point: Complete Case Interview Preparation. Burgee Press, 8<sup>th</sup> edition
5. Silberman, 2000. The Consultant's Toolkit: High-Impact Questionnaires, Activities and How-to Guides for Diagnosing and Solving Client Problems. McGraw-Hill Education
6. Scott & Barnes, 2011. Consulting on the Inside: An Internal Consultant's Guide to Living and Working Inside Organizations. ASTD, 2<sup>nd</sup> edition
7. Katcher and Snyder, 2008. An Insider's Guide to Building a Successful Consulting Practice. AMACOM

**Teaching methods:** Sessions combine lecture style delivery with analysis of case studies, reference to practical examples and practical application group exercises.

### **Assessment methods**

Final exam: 60%:

The exam questions require students to produce essay type answers combining understanding of theoretical models and frameworks with practical examples.

Assignments: 40%:

The students will be asked to implement the knowledge they acquired from the lectures in the development of a proposal for a consulting project.

## **LEADERSHIP & PERSONAL SKILLS DEVELOPMENT**

**Course code** 5428

**Type of course:** Specialization course

**Language of instruction** Greek

**Year of study** 4<sup>th</sup> Year

**Semester** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS)** 6

**Name(s) of course instructor(s):** Leda Panayotopoulou

### Course content

The course aims at helping students understand the importance of personal skills for every successful manager. In this context, the course focuses on facilitating the students evaluate and improve their personal skills in the secure environment of the classroom.

### Learning outcomes

Upon completion of the course, students will be able to:

1. Identify basic personal skills.
2. Explain the relationship between personal skills and managerial effectiveness.
3. Develop behaviors that are related to managerial skills not only in a professional but also in a personal context.
4. Explain managerial problems through the lens of personal skills.

### Recommended reading material

1. Iordanoglou et al., Leaders of the Future, Pedio Publications, 2016.
2. Iordanoglou D., Human Resource Management in the Modern Organization, New Trends and Practices, Kritiki Publications, 2008.
3. Vakola, M. & Nikolaou, I., Organizational Psychology and Behavior, Rossili, 2012.

### Teaching methods

Sessions combine lecture style delivery with analysis of case studies, reference to practical examples, role playing exercises, and self-evaluating questionnaires, resulting in an interactive format.

### Assessment methods

Written exam: 50%.

The exam questions require students to produce essay type answers combining understanding of theoretical models and frameworks with practical examples.

Assignments and class participation: 50%

Participating in the experiential exercises that take place in class is an essential part of skills development. The students, based on these exercises, are expected to develop their own development plan. Moreover they take part in team assignments and presentations.

## **POSITIVE ORGANIZATIONAL SCHOLARSHIP**

**Course title:** Positive Organizational Scholarship

**Course code:** New

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Irene Nikandrou

### Course content

Positive Organizational Scholarship (POS) is a new approach that focuses on the study of the dynamic processes within organizations leading to the development of human and organizational skills. The goal of this course is to provide students a framework for studying and understanding how to create and manage organizations in which people thrive and perform at their best. The individual and collective well-being is the key to organizational excellence. The challenge from this perspective is twofold: a) on a personal level, what do you do, how you create the framework for bringing outstanding results, and b) how from your role as managers create and activate the context (work, cultures, structures and processes) allowing individuals and groups to prosper. The course starts with the approach of positive individual traits, emotions and virtues and how they relate to the employee development in the workplace. Then, we will look at positive

relationships in the workplace, what are their characteristics and how to develop them. We will examine the organizational practices that help people and organizations bring great results and how to approach the problems and challenges we face in our organizational life through a positive light.

### **Learning outcomes**

After successfully completing the course, students will be able to:

- 1) Explain the multifaceted consequences of positive interventions both at the organizational and individual levels.
- 2) Define the methodology and the scientific tools to study and measure positive organizational interventions.
- 3) Indicate positive organizational mechanisms and procedures for exceptional results.
- 4) Design management practices for organizations, departments and work, to promote prosperity and excellence.
- 5) Develop programs to increase psychological and social capital.

### **Recommended reading material**

1. Greenberg J., και Baron, R.A. (2010). *Organizational Psychology and Behavior*. Gutenberg, Athens.
2. Stalikas, A., and Mitsikidou, P. (2011). *Introduction to Positive Psychology*. Topos, Athens.
3. Spreitzer, G.M., and Cameron, K.S. (2011). *The Oxford Handbook of Positive Organizational Scholarship*. Oxford University Press, Oxford.
4. Nikandrou, I. (2016). Instructors Notes, Course pack of readings from the field of Positive Organizational Scholarship.

### **Teaching methods**

The course will use different instructional methods, so that each student draw the necessary knowledge and skills from different learning experiences. Short lectures, case studies, individual and group exercises, questionnaires, videos and discussions are the educational methods upon which lessons are structured.

### **Assessment methods:**

Final Exam: 75%

The exam questions will require students' in-depth knowledge of the topics discussed in class and critical reflection.

Assignments: 25%

Two learning logs provide students with an opportunity to critically reflect on issues and concepts that have been raised in class. An individual written work designed to help students discover and develop skills, attitudes and behaviors that help them build high-quality working relationships. A team project that will provide students with an opportunity to design and create positive organizational practices.

## **B3.2.3 Business Analytics**

### **WEB ANALYTICS**

**Course code:** 5689

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Panagiotis (Panos) Repoussis

### **Course content**

This course will provide students with the knowledge and skills required to analyze web, social network and social media data and to generate key insights using various quantitative methods and other techniques. Initially, focus will be given on how to access, manage, and extract data from the web using scraping/crawling tools. Students will learn how to perform text mining so as to glean useful information from unstructured text

(e.g. tweets, Facebook, blog posts, movies, TV, restaurant reviews and newspaper articles) and to use statistical methods (e.g. Naïve Bayes, Neural Networks, Logistic Regression, Multiple Regression, discriminant analysis, principal components and cluster analysis) in order to analyze the text, to perform sentiment analysis and to build recommendation systems. Next, emphasis will be given on key aspects of online advertisement, such as pay per click and search engine optimization. Students will learn how to use google analytics and similar tools to track and report website traffic, to measure the conversion rates and to calculate the ROI in a multi-channel marketing environment. Finally, students will learn to analyze and describe networks, model the evolution of networks, and apply the network analyses in marketing settings (e.g. for customer profiling, targeting, and trend detection).

### Learning outcomes

After the completion of the course the student should be able to:

1. Write and implement a web crawler to extract unstructured data from the web and work with the data, including cleaning, managing, and aggregating for analysis.
2. Analyze the network structure (e.g. centrality, robustness, cohesion, equivalence and role of nodes and links), the network topology (e.g. hubs and paths), and the characteristics of social networks so as to extract knowledge useful for marketing applications.
3. Apply various text mining together with supervised and unsupervised statistical methods, such as clustering analysis, classification trees and logistic regression, for analyzing web data and unstructured text data as well as for performing sentiment analysis.
4. Design recommender systems using collaborative filtering techniques
5. Apply methods for measuring the conversation rate and the return of investment of online advertisement.
6. Use various open source and commercial software, including Microsoft Excel, Google Analytics, WEKA, NodeXL and others.

### Recommended reading material

1. Repoussis P.P. (2016). *Web Analytics*, Course Notes, AUEB Publishing, Greece.
2. Winston W. (2014). *Marketing Analytics: Data-driven techniques with Microsoft Excel*, Wiley, Hoboken, USA.
3. Segaran T. (2007). *Programming Collective Intelligence: Building Smart Web 2.0 Applications*, O'Reilly, Canada.
4. Golbeck J. (2013). *Analyzing the social web*. Newnes, Elsevier, Holland.
5. Hansen D., Shneiderman B., and Smith M.A. (2010). *Analyzing social media networks with NodeXL: Insights from a connected world*. Morgan Kaufmann.
6. Sharma H. (2015). *Maths and Stats for Web Analytics and Conversion Optimization*. OptimizationSmart, UK.

### Teaching methods

Regular lecture style sessions will be delivered on the theory, modelling and application of all methods and techniques for analyzing the data and for solving the examined problems. Interactive lecture sessions will be used for discussing cases and real life problems as well as analyzing cases with real data. Lab style in-class sessions will be provided for demonstrating the use of software tools.

### Assessment methods

Final Exam: 100%

Apply models and provide solutions on selected problems and data sets. Students will need to demonstrate analytical problem-solving ability and to deliver solutions to actual business problems.

### Optional final project: up to 25% of the final grade

Application of one or more quantitative methods on a practical problem using web data.

## **MARKETING ANALYTICS**

**Course title:** Marketing Analytics

**Course code:** 5691

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Panagiotis (Panos) Repoussis

### Course content

The goal of Marketing Analytics course is to provide students with the basic knowledge and skills required to design, develop and implement in practice data analysis tools, optimization methods, descriptive and predictive analytics, data mining, visualization, and data-driven evidence-based decision-making models for marketing and revenue management problems. At the methodological level, students will acquire analytical problem solving skills in various statistical methods and tools to analyze events (descriptive analytics), the development of models to predict future trends and behaviors (predictive analytics) and the development optimization models (prescriptive analytics). At the technological level, students will be exposed to technologies for collecting, slicing and dicing marketing data as well as the fundamentals for big data technologies. At the practical application level, students will be exposed to various problem settings such as:

- Pricing and revenue management
- Demand forecasting and time series analysis
- Market segmentation
- Retail analytics
- Forecasting new product sales
- New product design and introduction to new markets
- Customer Value
- Advertising
- Market research tools

### Learning outcomes

After the completion of the course the student should be able to:

1. Design, develop, evaluate and implement time series models for demand forecasting.
2. Design and develop mixed and casual multivariate forecasting models using sales and other sources of historical data.
3. Apply clustering analysis and classification tree methods for market segmentation, for identifying and profiling the customers.
4. Draw supply and demand curves, use BASS diffusion models for predicting demand for new products, and apply conjoint analysis combined with mathematical programming models for introducing new products or for entering new markets.
5. Draw price elasticity curves, develop and apply price bundle optimization methods, and use models to determine the optimal markdown price for perishable products (markdown optimization).
6. Apply various methods for assortment planning and shelf-space allocation problems, implement buying and pricing strategies for seasonal and fast consuming products with short life and no historical data.
7. Hands-on use of Microsoft Excel and other commercial or open-source software for developing all models and solving all problems described above.

### Recommended reading material

1. Baltas G. And Repoussis P.P. (2016). Marketing Analytics, Course Notes, AUEB Publishing, Greece.
2. Iacobucci D. (2015). Marketing Models: Multivariate Statistics and Marketing Analytics, Earlie Lite Books, Nashville, USA.
3. Winston W. (2014). Marketing Analytics: Data-driven techniques with Microsoft Excel, Wiley, Hoboken, USA.
4. Bodea T. and Ferguson M. (2014). Segmentation, Revenue Management, and Pricing Analytics, Taylor and Francis, New York, USA

### Teaching methods

Regular lecture style sessions will be delivered on the theory, modelling and application of all methods and techniques for analyzing the data and for solving the examined problems. Interactive lecture sessions will be used for discussing cases and real life problems as well as analyzing cases with real data. Lab style in-class sessions will be provided for demonstrating the use of software tools.

### Assessment methods

Final Exam: 100%

Apply models and provide solutions on selected problems and data sets. Students will need to demonstrate analytical problem-solving ability and to deliver solutions to actual business problems.

Optional final project: up to 25% of the final grade

Design, development and application of one or more quantitative methods and analytical techniques on a practical problem with real or mockup marketing data.

## **QUANTITATIVE MARKETING MODELS**

**Course code:** 5688

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s)** George Baltas

### Course content

The purpose of this course is to introduce the theory and applications of quantitative marketing models. The syllabus includes the following topics: Principles and practical use of marketing models. Empirical data for quantitative marketing models. Using marketing models for decision making. New technologies for data collection and analysis. Quantitative model types. Design and empirical estimation of quantitative marketing models. Experimental design. Discrete choice models. Applications.

### Learning outcomes

After successfully completing the course, students will be able to:

1. Understand the use of quantitative marketing models.
2. Design and estimate quantitative marketing models in empirical data.
3. Appreciate the practical applications of quantitative marketing models.
4. Use quantitative models in practice and carry out actual computer-assisted analyses.

### Recommended reading material

Baltas, G. & Repousis, P. (2018). Business analytics and quantitative marketing & internet models. Rosili Publications, Athens.

### Teaching methods

Lectures, data analysis laboratory sessions, case studies and team assignments.

### Assessment methods

Written exam paper and team assignments.

## **DESIGNING & ANALYSING RETAIL SALES PROMOTIONS**

**Course title:** Designing and Analyzing Retail Sales Promotions

**Course code:** 5667

**Type of course:** Specialization

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Paraskevas Argouslidis

### Course content

Sales promotions are a part of the promotional mix. Traditional advertising aims, primarily, at developing an image for a product in the perception of the consumer, in a step-by-step manner and in a long-term time horizon. The main difference of sales promotions is that they aim at influencing a consumer's preference for (and ultimately buying decision for) a particular product, in a direct manner (e.g. during a consumer's current or very next shopping trip). The present course attempts an in-depth investigation into the topic area of retail sales promotions, initiated by the manufacturer of a product or by the retailer. Specifically, it covers (a) fundamentals of retail sales promotions, (b) alternative methods of retail promotions, (c) conditions leading a manufacturer or a retailer to retail sales promotion campaigns, (d) design, implementation, and analysis of retail sales promotion campaigns, and (e) issues relating to a product's post-promotion period (e.g. what should manufacturers and retailers expect by the end of a product's promotion?).

### Learning outcomes

Students attending this course will likely get a job with a manufacturer of consumer goods (e.g. grocery or durables) or with a domestic or global retailer. It is, therefore, of particular importance to acquire knowledge about retail sales promotion techniques. Upon successful completion of the course, students will be able to know:

1. Alternative methods of sales promotions,
2. Conditions justifying a sales promotions campaign,
3. Issues relating to the design, implementation, analysis, and post-promotion evaluation of sales promotion campaigns,
4. Price promotions for more highly-priced durable products.

### Recommended reading material

1. Chen, H.A., Marmorstein, H., Tsiros, M., and Rao, A.R., (2012), 'When more is less: the impact of base value neglect on consumer preferences for bonus packs over price discounts', *Journal of Marketing*, 76 (July), pp. 64-77.
2. Laran, J. and Tsiros, M. (2013), 'An investigation of the effectiveness of uncertainty in marketing promotions involving free-gifts', *Journal of Marketing*, 77 (March), pp. 112-123.
3. Mullin, R. (2010). *Sales Promotion. How to Create, Implement, & Integrate Campaigns that Really Work*, 5<sup>th</sup> Edition, Kogan Page, London.
4. Tsiros M. and Hardesty D. M. (2010), 'Ending a price promotion: retracting it on one step or phasing it out gradually', *Journal of Marketing*, 74 (January), pp. 49-64.

**Teaching methods:** Lectures are based on findings from empirical research published in premier journal outlets, on practical examples and case studies, as well as on illustrations of sales promotion programs in retail stores.

**Assessment methods:** This course is assessed on a written exam (100% weight).

## **B3.2.4 Digital Marketing**

### **WEB ANALYTICS**

**Course code:** 5689

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Panagiotis (Panos) Repoussis

### **Course content**

This course will provide students with the knowledge and skills required to analyze web, social network and social media data and to generate key insights using various quantitative methods and other techniques. Initially, focus will be given on how to access, manage, and extract data from the web using scraping/crawling tools. Students will learn how to perform text mining so as to glean useful information from unstructured text (e.g. tweets, Facebook, blog posts, movies, TV, restaurant reviews and newspaper articles) and to use statistical methods (e.g. Naïve Bayes, Neural Networks, Logistic Regression, Multiple Regression, discriminant analysis, principal components and cluster analysis) in order to analyze the text, to perform sentiment analysis and to build recommendation systems. Next, emphasis will be given on key aspects of online advertisement, such as pay per click and search engine optimization. Students will learn how to use google analytics and similar tools to track and report website traffic, to measure the conversion rates and to calculate the ROI in a multi-channel marketing environment. Finally, students will learn to analyze and describe networks, model the evolution of networks, and apply the network analyses in marketing settings (e.g. for customer profiling, targeting, and trend detection).

### **Learning outcomes**

After the completion of the course the student should be able to:

1. Write and implement a web crawler to extract unstructured data from the web and work with the data, including cleaning, managing, and aggregating for analysis.
2. Analyze the network structure (e.g. centrality, robustness, cohesion, equivalence and role of nodes and links), the network topology (e.g. hubs and paths), and the characteristics of social networks so as to extract knowledge useful for marketing applications.
3. Apply various text mining together with supervised and unsupervised statistical methods, such as clustering analysis, classification trees and logistic regression, for analyzing web data and unstructured text data as well as for performing sentiment analysis.
4. Design recommender systems using collaborative filtering techniques
5. Apply methods for measuring the conversation rate and the return of investment of online advertisement.
6. Use various open source and commercial software, including Microsoft Excel, Google Analytics, WEKA, NodeXL and others.

### **Recommended reading material**

1. Repoussis P.P. (2016). *Web Analytics*, Course Notes, AUEB Publishing, Greece.
2. Winston W. (2014). *Marketing Analytics: Data-driven techniques with Microsoft Excel*, Wiley, Hoboken, USA.
3. Segaran T. (2007). *Programming Collective Intelligence: Building Smart Web 2.0 Applications*, O'Reilly, Canada.
4. Golbeck J. (2013). *Analyzing the social web*. Newnes, Elsevier, Holland.
5. Hansen D., Shneiderman B., and Smith M.A. (2010). *Analyzing social media networks with NodeXL: Insights from a connected world*. Morgan Kaufmann.
6. Sharma H. (2015). *Maths and Stats for Web Analytics and Conversion Optimization*. OptimizationSmart, UK.



**Teaching methods**

Regular lecture style sessions will be delivered on the theory, modelling and application of all methods and techniques for analyzing the data and for solving the examined problems. Interactive lecture sessions will be used for discussing cases and real life problems as well as analyzing cases with real data. Lab style in-class sessions will be provided for demonstrating the use of software tools.

**Assessment methods****Final Exam: 100%**

Apply models and provide solutions on selected problems and data sets. Students will need to demonstrate analytical problem-solving ability and to deliver solutions to actual business problems.

**Optional final project: up to 25% of the final grade**

Application of one or more quantitative methods on a practical problem using web data.

**DESIGN & DEVELOPMENT OF INTERNET APPLICATIONS**

**Course code:** 5693

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Dimitris Drossos

**Course content**

In this course and via an interactive approach, all modern principles and methods of design, development and evaluation of web applications are presented and analyzed. The aim of this course is to provide a thorough grounding and understanding in the capabilities and limitations arising during the design and implementation processes of modern web applications. Emphasis is placed on designing usable interactive systems tailored to the needs and characteristics of their users. Combining theory and practice we will discuss the entire lifecycle of a digital product with special attention to Web architecture (HTML), webpage aesthetics (CSS), web design patterns, through Wireframes and Mockups, and of course website evaluation.

**Learning outcomes**

- I. Understand the life cycle of a digital product (website / mobile app)
- II. A practical perspective on web design
- III. Comprehend the behavior/interactive parts of a web site
- IV. Realize the tradeoffs of web programming and setting e-marketing goals

**Recommended reading material**

- I. Preece J., Rogers, Y., & Sharp, H. (2016). Interaction Design, Giourda Publications.
- II. Douligeris, C., Mavropodi, R., Kopanaki, E. & Karalis, A. (2017). Technologies and Programming in WWW, New Technologies Publications
- III. Koutsabasis, P., 2015. Interactive Systems Evaluation with a focus on the user. [ebook] Athens:Hellenic Academic Libraries Link. Available Online at: <http://hdl.handle.net/11419/2765>

**Teaching methods**

Lectures, case studies, discussion of real-life examples, group assignment.

**Assessment methods**

Final written exam and compulsory group assignment

## **ELECTRONIC COMMERCE AND INTERNET APPLICATIONS**

**Course code:** 5694

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Dimitris Drossos

### **Course content**

The rapid growth of the Internet, digital channels and e-commerce in recent years has radically changed the landscape of business transactions and communication between business partners, consumers, public administrations and citizens. In addition, new developments around social networking as well as mobile devices have shaped a new scene of innovation and business activity. The aim of this course is to develop the theoretical and technological background necessary for the student to understand the potential and limitations of new technologies and business models and to be able to take advantage of the new e-business opportunities. The course presents different business models and e-business applications, the necessary technological infrastructure to support e-innovations, issues of systems interoperability and digital marketing.

### **Learning outcomes**

- I. To provide students with the necessary conceptual and theoretical background of the EC., while understanding the need of a multidisciplinary approach.
- II. Recognize the opportunities of developing new services for consumers, citizens, businesses etc. through the exploitation of new technologies, new interactive and social media tools, emerging communication channels,
- III. Understand the critical factors and benefits associated with the effective management of EC initiatives. and evaluate a given EC strategy or business model.
- IV. To provide students with the skills to contribute to the implementation of e-commerce solutions, and to effectively address the various practical issues.
- V. Understand the technological issues related to the development of e-commerce applications, as well as familiarize themselves with the use of an online store development software package.
- VI. To inform students of recent developments and trends around the EC. at global level, on academic research, business activity and technological developments.

### **Recommended reading material**

- I. Chaffey, D. (2016). Digital Business & E-Commerce Management, Klidarithmos Publications
- II. Laudon K. & Traver C.G. (2018). Electronic Commerce Εμπόριο 2018, Papasotiriou Publications

### **Teaching methods**

Lectures, case studies, discussion of real-life examples, group assignments.

### **Assessment methods**

Final, individual, written exam. Group assignments.

## **DIGITAL CONTENT & OMNI CHANNEL MARKETING**

**Course code:** 5692

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** to be announced, Dimitris Lymperopoulos

### **Course content**

The course builds on the knowledge acquired in the Electronic communication & Digital Marketing courses and aims to provide an integrated and holistic approach to the customer via all digital and non-digital channels. Topics covered include: content as strategy, sources, forms and types of content, customer journey analysis and mapping, trust building, multi- and omni-channel management, customer experience management, digital transformation.

### Learning outcomes

After completing this course, participants should be able to:

1. understand the various forms and the process of creating and managing content for different media
2. know the specificities of various sales, customer care and communication channels
3. understand the concept of customer experience and trust, know and apply the methodologies for their management
4. understand how to build an effective omni-channel plan
5. understand what shapes the digital transformation of markets and the ways a company may adapt to it
6. combine all the above in an integrated omni-channel strategy and action plan .

### Recommended reading material

1. Don Peppers, Rogers M (2016), Managing Customer Experience and Relationships: A Strategic Framework, 3rd Edition, Wiley.
2. Berger J. (2016). *Contagious: Why Things Catch On*, Simon & Schuster.
3. Pennington A. (2016), The Customer Experience Book, Pearson Education, UK.
4. Rogers D. (2016), The Digital transformation playbook, Columbia University Press, New York.
5. Kalbach J. (2016). *Mapping Experiences: A Complete Guide to Creating Value through Journeys, Blueprints, and Diagrams*, O'Reilly Media.

### Teaching methods

Lectures, case studies, discussion of real-life examples, group assignment. The course comprises laboratory workshops.

### Assessment methods

Final, individual, written exam. Compulsory group assignment.

## B3.3 Elective Courses

### PRINCIPLES OF SOCIOLOGY

**Course code:** 1193

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>TH</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ects

**Name(s) of course instructor(s):** TBA

### Learning outcomes

Learning outcomes of the course unit 1) Understanding of the main theoretical perspectives of sociology as well as of concepts and issues pertaining to the specific subject areas covered in the class. 2) Development of the ability to apply sociological theoretical perspectives and concepts to the study and discussion of contemporary social issues.

### Course content

“Principles of Sociology” is an introductory course to Sociology. Main theoretical perspectives of the discipline are examined. Various subject areas of the field are also examined, including 1) social interaction, 2) social stratification and class structure, 3) gender and sexuality, 4) family, marriage, and intimate relations, and 5) migration, ethnicity, and race. The main issues, debates, and approaches of each subject area are discussed.

### **Recommended reading material**

Sociology (Second new edition), A. Giddens, Gutenberg Publications (recommended bibliography)

### **Teaching methods**

2 regular two-hour lectures per week, student presentations, internet-based communication (e-class).

### **Assessment methods**

Final written exam

### **PUBLIC FINANCE I**

**Course code:** 1550

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ects

**Name(s) of course instructor(s):** Thomas Palivos

### **Learning outcomes**

Students who finish this course will be familiar with the role of the government in modern economies. They are able to identify situations where market may fail to promote social welfare. They have an understanding of the concepts of public goods and externalities. They know how the level at which goods and services such as national defense, highways, environmental regulation, welfare, social security, health, and education, are determined. Students are able to understand the macroeconomic and distributional effects of these expenditures

### **Course contents**

The course aims to introduce students in Public Economics is the field of economics that deals with the way the State and more specifically the policies of public expenses and taxation influence the consumer welfare. According to the Budget, the total state expenses for 2008 were about 68.4 billion Euros, that correspond in the 27.9% of the country's GNP and also correspond in 6.12 thousand Euros for each man, woman and child. The state spends these 68.4 billion Euros for goods and services, transfer payments interest of the national debt. It is obvious that the State and its policies play an important role in the citizens' life. So some of the most crucial problems of our times are subject of Fiscal Economics. For example, police protection, social insurance, sanitary care, education, tax competition within the EU and licenses for satellite and cable television are subject of Fiscal Economy. In our analysis we identify two categories: the positive analysis, where we examine what is happening and the ethical analysis where we examine what should have been happening in concern with the above policies. Measurement and theory are used alternatively for the study of relative problems and the conduct of theoretical and practical conclusions.

### **Recommended reading**

📖 Public Finance (set), H. Rosen-T.Gayer-Rapanos B.-Kaplanoglou, Publications Kritiki (recommended bibliography)

📖 Special Topics in Microeconomics, B.Tzouvelekas, Publications Kritiki (alternative bibliography)

### **Teaching methods**

2 regular two-hour lectures per week/ tutorials /internet-based communication (e-class) with students/case studies

### **Assessment methods and criteria**

Final written exam / mid-term exams / written assignments

### **GAME THEORY**

**Course code:** 1705

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ects

**Name(s) of course instructor(s):** Konstantinos Gatsios, Christos Genakos

## **DIGITAL EDUCATION CONTENT CREATION & USAGE IN CONTEMPORARY LEARNING METHODOLOGIES**

**Course code:** 3090

**Type of course:** Specialization course

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Fall)

**Number of credits allocated (ECTS):** 6

**Name(s) of course instructor(s):** Ath. Androutsos

### **Course content**

Contemporary educational methodologies: Design-oriented pedagogy (DOP), Phenomenon-Based Learning (PhenoBL) and Learning by Collaborative Design (LCD). Organization, management and design of educational projects. GANTT charts and mind maps. Introduction to ICT. Web technologies, Web 2.0, Semantic Web (Web 3.0). Search, find, share and organize information on World Wide Web. Digital presentation tools. Development of digital educational material. Insert, edit multimedia (text, audio, video) in presentations and synchronization. Video Conferencing, Digital Storytelling, Screen recording and production of annotated presentations. Cooperative learning. Digital Learning Objects. Creating Learning Objects. Metadata and Educational Metadata. Online Digital Courses. Learning Management Systems (LMS). Synchronous and Asynchronous eLearning. Sharing of educational material. Educational communities. Social media. Massive Open Online Courses (MOOCs). Intellectual Property and Open Educational Resources (OER).

### **Learning outcomes**

Upon successful completion of the course, students will be able to:

Understand, describe and discern the theory and practical aspects of Phenomenon-based Learning, Design-Oriented Pedagogy and Learning by Collaborative Design.

Analyze and solve real-world problems with economic, technological and social dimensions by combining their subject area with pedagogical objectives.

Design and organize educational projects using GANTT charts and mind maps.

Discover, analyze and classify information and resources from World Wide Web using digital tools and appreciate the value of collaboration within a contemporary technological framework with advanced digital tools.

Combine, compose, explain, evaluate and present information by using digital media, produce digital educational material, and develop and demonstrate digital learning objects.

Understand intellectual property and open educational resources, share digital educational material, and create online communities using digital tools and social media tools.

Understand and discern the use of Learning Management Systems (LMS) and Massive Open Online Courses (MOOCs).

### **Recommended reading material**

Educational Technology for Teaching and Learning, T. Newby, D. Stepich, J. Lehman και J. Russel, Pearson, 4th Edition, 2010.

Vartiainen, H. (2014) Principles for Design-Oriented Pedagogy for Learning from and with Museum Objects, Publication of the University of Eastern Finland, Dissertations in Education, Humanities, and Technology No 60. Joensuu: Kopijyvä Oy.

Griffin, P & McGaw, P & Care, E. (eds.), (2012) Assessment and Teaching of 21st Century Skills, New York: Springer.

Ananiadou, K. & Claro, M. (2009) "21st Century Skills and Competences for New Millennium Learners in OECD Countries", OECD Education Working Papers, No. 41, OECD Publishing.

European Parliament (Ed.). (2015) Innovative Schools: Teaching & Learning in the Digital Era – Workshop Documentation. Brussels: European Parliament.

### Teaching methods

Lectures (2 lectures of 2 hours weekly), group assignment.

### Assessment methods

The final grade is set to the weighted average of the group assignment grade (with a weight of 80%) and the presentation (with a weight of 20%).

### DECISION SUPPORT SYSTEMS

**Course code:** 2715

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>TH</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ects

**Name(s) of course instructor(s):** Ioannis Kardaras

### Course content

- Introduction to Decision Making Process.
- Problem Formulation and Solving.
- Well-structured and Ill-structured problems.
- Architectures of DSS.
- Architectures of Group, Distributed and Organisational DSS.
- Case studies and Benefits from using DSSs.
- Cognitive Psychology in Decision-Making.
- Rationality and bounded rationality.
- Biases, Judgment in managerial decision-making.
- Architectures of Executive Information Systems.
- Architectures of Expert Systems, Knowledge Representation, Inference Engine.
- Data Mining technologies, examples and software tools.
- Case studies discussed with Data Mining technologies.
- Fuzzy Logic, Fuzzy Sets Theory, Problems Solving with Fuzzy Logic.
- Fuzzy Cognitive Maps and Applications.
- Building a DSS for solving business case studies with SPSS, ExpertChoice, Microsoft Excel and MATLAB.
- Developing software for Fuzzy Logic Business Applications.

### Learning outcomes of the course unit

The DSS course aims to equip students with all the necessary knowledge for tackling complex business problems with a structured way by using modern quantitative and qualitative approaches based on decision making technologies and cognitive psychology models. In particular this course discusses and aims to familiarize students with issues pertaining to

1. Problem solving and the process of decision-making,
2. Understanding the importance of DSS for modern businesses,
3. Understanding the architecture of DSS, Group DSS and Expert Systems,
4. Developing and using Data Mining, Fuzzy Logic, and Neural Networks models in business decision making.
5. Understanding the importance of Cognitive Psychology in decision making.
6. Using tools such as SPSS, Excel, ExpertChoice, Clementine, etc in solving decision making related case studies.

### Recommended readings

1. Matsatsinis N. (2010). Decision Support Systems, Publ. New Technologies (in Greek)
2. Kardaras D. (2010). Introduction to Decision making and Decision Support Systems (University notes in Greek)

### Prerequisites and co-requisites

The course uses students' knowledge from previous information systems and quantitative methods courses taught during previous semesters.

**Mode of delivery:** classes and lab sessions.

#### **Planned learning activities and teaching methods**

All students attend classes and lab session but attendance is not monitored. All teaching material is available on the e-class platform offered by the university. All students enrolled to the course have access to this material. During the semester student undertake coursework, which parts are designed so that students may practice and get familiar with the course material covered in lectures.

#### **Assessment methods and criteria**

The examination takes place at the end of the course. The examination consists of two compulsory parts namely:

- a written examination, which accounts for the 70% of the total mark and
- a group coursework that accounts for the 30% of the total mark.

Students who fail the written examination do not benefit from the coursework marks.

The marking scheme for the exam paper is shown to the students on the exam paper. The assessment criteria for the coursework, which is also presented to the students, include the number of techniques and the tools used to make a decision, the level of decisions' justification, etc

#### **SPECIAL TOPICS IN STRATEGY**

**Course code:** 2812

**Type of course:** Elective

**Language of instruction:** Greek-English

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>TH</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ect

**Name(s) of course instructor(s):** Vasilis Papadakis

**Course content:** In the department of business administration we believe that we should help our students develop their ability to think strategically, understand the trends in the external environment and not only adjust, but ideally be able to influence them. In this course we discuss the new schools of thought in the area of business strategy, dig deeper into the intricacies of managing strategic changes, and understand the role and impact of strategic innovation, imitation strategy and corporate governance systems. Furthermore, we discuss the various methodologies, tools, best practices in business administration, together with the significance of industry Clusters (i.e. formation and practical contribution). Finally, we focus on the significance of Public Private Partnerships (meaning, practical implementation ideas).

#### **Learning Objectives:**

The course aspires to introduce students to a number of special topics of business strategy. Participating students are expected to:

1. Understand the new schools of thought in the area of business strategy. What has emerged after Michael Porter and what is its practical significance.
2. Understand the main forces that lead the majority of strategic changes to failure. Identify the major mistakes that take place. Realize how managers can act to avoid them.
3. Realize how can a company innovate strategically and change the rules of the game in its market. Help students develop strategic innovation skills.
4. Identify the various corporate governance systems and realize which of them can lead to more successful strategy creation and higher accountability.
5. Understand the most common methodologies, tools, best practices in business administration and be able to use them in making decisions.
6. Evaluate the importance of industry clusters, their formation and practical contribution.
7. Implement different growth options (i.e. Organic growth vs external development) in various situations

8. Understand the importance of Public Private Partnerships (i.e. meaning, practical implementation ideas).

**Recommended optional programme components:** Students have the option to participate in groups in a number of practical assignments.

**Recommended or required reading**

The main textbook is: **Papadakis V.**, 'Special Topics in Business Strategy' (in Greek), Benos Publishing Co, 2<sup>ND</sup> Edition, 2018. Additional notes by Prof. Ioannidis are available from the e-class.

**Planned learning activities and teaching methods:** This course evolves through conversation based on specific case studies of Greek companies (e.g. Aspis Pronoia, OTE, Intralot, Eurobank etc) as well as global companies (Enron, KPMG, Bear Stearns, Samsung, Yellowtail etc).

**Assessment methods and criteria:** The course grade will be based on written exams and an optional group assignment.

## **TIME SERIES & FORECASTING METHODS**

**Course code:** 3715

**Type of course:** Elective

**Language of instruction:** Greek-English

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>TH</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ects

**Name(s) of course instructor(s):** Sophia Dimeli

### **Learning outcomes:**

Upon completion of the course, students will be able to:

- 1) To achieve an understanding of the main properties of time series data and to choose the proper statistical techniques for their analysis.
- 2) To specify and estimate the proper models for the analysis of real time series data.
- 3) To apply such models for forecasting or testing of various policy measures.
- 4) To combine various forecasting techniques in order to improve the forecasting ability of the models.
- 5) To compare and evaluate the various time series techniques in order to obtain more reliable results.

**Course content:** Purpose and usefulness of the analysis of time series and forecasting. Statistical methods for analyzing time-series data and their use in the area of forecasting. Linear and non-linear regression models of trend fitting. Stochastic models of time-series analysis. Autoregressive (AR), moving average (MA) and mixed (ARMA) models. The Box-Jenkins methodology in time-series analysis (ARIMA modeling). Forecasting with ARIMA models and criteria for the evaluation of forecasts. Unit root tests and applications. Vector autoregressive (VAR) models and causality tests. Studying and forecasting time-series using statistical packages and real data. Empirical examples and exercises.

**Planned learning activities and teaching methods:** Lectures: 4h/week , Intensive courses: 2h/week  
Individual & Group exercises at home and/or Computer Lab

### **Recommended reading material**

- Applied Econometric Time Series, Enders, W., New York: Wiley, 3rd edition, 2015.
- Analysis of Financial Time Series (Wiley Series in Probability and Statistics), Tsay, R. S., Wiley, 3rd Edition, 2010.
- Forecasting in Business and Economics, Granger, C.W.J., 2nd edition, 1989.
- Time Series Analysis, Hamilton, J.D., Princeton University press, 1994.

### **Assessment methods**

Final exam and bonus (10%) if there is a participation on the exercises

## **B2B MARKETING**



**Course code:** 5627  
**Type of course:** Elective  
**Language of instruction:** Greek  
**Year of study:** 4<sup>th</sup> Year  
**Semester:** 7<sup>th</sup> Semester (Winter)  
**Number of credits allocated (ECTS):** 6 ECTS  
**Name(s) of course instructor(s):** Kostis Indounas

### Course content

The course will present how the concept of marketing can be applied in the case of business-to-business markets. Contrary to traditional B2C exchanges, the course aims to describe the fundamental aspects of marketing strategy in the case of B2B exchanges. In particular, the key characteristics of the B2B markets will be presented while an emphasis will be placed on becoming familiar with the challenges facing businesses in B2B markets.

### Learning outcomes

After successfully completing the course, students will be able to understand the:

1. Key characteristics of B2B markets.
2. Peculiarities of the marketing strategies in these markets.
3. Concept of procurement management.
4. Concepts of competitive bidding and relationship marketing.

### Recommended reading material

1. Avlonitis, G., Dimitriadis, S. and Indounas, K. (2015), *Strategic B2B Marketing*, Rosili, Athens.
2. Avlonitis, G. (2001), *Strategic B2B Marketing*, 2<sup>nd</sup> edition, Stamoulis, Athens.

### Teaching methods

Sessions combine interactive lecture style delivery, case studies, presentation of group assignments and lectures by specialized practitioners.

### Assessment methods

Final exam: 80%:

The exam questions will require students to produce essay type answers demonstrating a strong critical and analytical ability; combining understanding of theoretical models and frameworks with practical examples; giving solutions to presented business problems.

Assignments: 20%:

Students are expected to work in teams on a simulation game that will run throughout the whole semester.

## **MARKETING OF SERVICES**

**Course code:** 5637  
**Type of course:** Elective  
**Language of instruction:** Greek  
**Year of study:** 4<sup>th</sup> Year  
**Semester:** 7<sup>TH</sup> (Winter)  
**Number of credits allocated:** 6 ECTS  
**Name(s) of course instructor(s):** Kalipso Karantinou

### Course content

The services sector is the dominant driving economic force worldwide and marketing and management practices in this field are evolving rapidly. There is as a result an increasing academic and business interest in the services sector, where the manufacturing-based models of business and marketing practice are not always useful, relevant, and appropriate. Services organizations differ in many important respects, posing a number of interesting challenges to managers, and thus requiring a distinctive approach to the development of marketing strategies. This course aims to provide the students with an extensive understanding of the

distinguishing characteristics of services and their implications and to acquaint students with services marketing models, applications, and best practices, as ways to deal effectively with the unique challenges in services. The course focuses upon service quality, service excellence, positioning, branding and communicating services, the importance of people in services, the role of physical evidence and servicescapes, the centrality of operations management, the use of blueprinting, the multidimensional role of pricing in services and the development and management of long term relationships with customers.

### **Learning outcomes**

After successfully completing the course, students will be able to:

Understand the multifaceted implications of the distinguishing characteristics of services and the resulting challenges of managing and marketing services.

Develop an appreciation of the necessary ingredients to create service excellence.

Identify the optimal strategies for services and know how to implement them.

Design retention programs to build customer loyalty.

Manage the multiplicity of elements comprising servicescapes and make the optimal decisions in servicescape development.

Develop effective blueprints and know how to use them.

### **Recommended reading material**

1. Gounaris S. & Karantinou K. (2014), *Services Marketing*, Rosili Publications.
2. Avlonitis G., Tsiotsiou, R. & Gounaris, S. (2015), *Services Marketing*, Broken Hill Publishers.
3. Fisk, Raymond P. , Grove, Stephen J. & John, Joby (2013), *Services Marketing Interactive Approach*, Fourth Edition, Southwestern Cengage Learning.
4. Lovelock, C. H. & Wirtz, J. (2007), *Services Marketing: People, Technology, Strategy*, Sixth Edition, Pearson, Prentice-Hall.
5. Wirtz, Jochen, Chew, Patricia & Lovelock, Christopher (2012), *Essentials of Services Marketing*, Second Edition, Pearson Education.

**Teaching methods:** Sessions combine lecture style delivery with analysis of case studies, reference to practical examples, practical application group exercises, and extensive discussions of the application of theories in a variety of different sectors and situations, resulting in an interactive format.

### **Assessment methods**

Final exam: 75%:

The exam questions will require students to produce essay type answers demonstrating a strong critical and analytical ability; combining understanding of theoretical models and frameworks with practical examples; giving solutions to presented business problems; and taking a holistic business perspective.

Assignments: 25%:

Five assignments expect the students to identify the supporting mechanisms that lead to the development of a competitive advantage; create loyalty schemes to retain customers and develop long-term relationships; analyze the factors that lead to a successful services advertising campaign; design innovative and well-thought-through servicescapes; and develop blueprints.

### **RETAIL & WHOLESALE MARKETING**

**Course code:** 5657

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** George Baltas

### **Course content**

The purpose of this course is to introduce the theory and practice of retail and wholesale marketing. The syllabus includes the following topics: Retail environment. Greek and global retail sector. The role of retailing in the modern economy. Retailer operations and types. The marketing mix in the retail sector. Wholesale marketing.

**Learning outcomes** After successfully completing the course, students will be able to:

1. Understand the role and importance of retailing.
2. Understand the structure and operations of the retail sector.
3. Design and implement marketing strategies and tactics for retailers and wholesalers.
4. Grasp the main issues in retail and wholesale management.

**Recommended reading material**

1. Papavassiliou, N. & Baltas, G. (2003), Retail and Wholesale Marketing, Rosili publications.
2. Tzortzakis, K. & Tzortzaki, A. (2002), Retail and Wholesale Marketing, Rosili publications.

**Teaching methods**

Lectures, case studies and team assignments.

**Assessment methods**

Written exam paper and team assignments.

**AGRICULTURAL AND FOOD PRODUCTS MARKETING**

**Course code:** 5668

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor:** To be announced

**Course content**

The sector of agricultural and food products can contribute to the welfare of a country's national economy. This is particularly the case in the Greek agricultural and food products' sector, for at least two reasons. On one hand, many Greek agricultural products are either unique (in the sense that they are not produced in any other country) or of a notably higher quality level compared with similar items produced elsewhere. On the other hand, by capitalizing on tradition and on know-how, numerous Greek producers of agricultural and food products deliver a final standardized product of an excellent quality, which has a good potential to appear on the shelf of retail stores in Greece and abroad. The present course attempts an in-depth investigation into (a) the special characteristics of the agricultural product, (b) the influence of the macro- and the micro-economic environment on the demand for agricultural products, (c) the significance of physical distribution management to the sector of agricultural products, and (d) issues relating to product policy, pricing, promotion, and consumer behavior in several sub-sectors, including dairy produce, olive oil, and wine.

**Learning outcomes**

Upon successful completion of this course, students should be in a position to:

1. Know the special characteristics of the agricultural product and the implications that these characteristics have for the standardization, the distribution, the pricing, and the promotion of agricultural products,
2. Describe the significance of the category of fresh produce to retail stores' image in the perception of consumers,
3. Be aware of the high quality of the Greek agricultural and food product,
4. Understand how the above high quality leads to promising (and largely under-exploited) exporting opportunities for Greek producers of agricultural and food products,
5. Develop thorough knowledge about consumer behaviour in regard to agricultural and food products,
6. Use the knowledge acquired in a managerially relevant manner, in case they join a firm that operates in the sector of agricultural and food products.

### Recommended reading material

1. Kamenidis, C. (2010). *Agricultural Products' Marketing*, Kiriakidis Publications.
2. Kohls, R. L. and Uhl, J. N. (2002). *Marketing of Agricultural Products*, 9th edition, Prentice Hall, Upper Saddle River, USA.

### Teaching methods

Lectures based on solid empirically-based knowledge, as well as on relevant practical examples and cases studies.

### Assessment methods

This course is assessed on a written exam (100% weight).

## **CREATIVE DESIGN AND ADVERTISING MESSAGES**

**Course code:** 5677

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Vlasis Stathakopoulos, Andreas Evangelatos

### Course content

The purpose of this course is to introduce students to the theory and application of advertising messages writing and design. It covers a wide range of topics including the nature and history of creativity in advertising, communications and advertising theories for message design, persuasion techniques, planning and preparation of advertising messages for mass media and Advertising, Creative Strategy specific techniques and executions used in various media. The course material can be organized in the following basic parts:

1. Creativity: Theories and concepts.
2. History of Creativity in Advertising.
3. Visual language: Elements and principles of design.
4. Persuasion techniques.
5. Advertising design I: Theoretical Frameworks, Types of appeal.
6. Advertising design II: Message Strategies and Executional Frameworks

### Learning outcomes

After successfully completing the course, students will be able to:

1. Understand the development process of advertising messages and its impact on business, marketing and financial aspects.
2. Gain in-depth understanding into the design elements and principles to explore imaginative solution to advertising design problem.
3. Understand the structure and cohesiveness of the Big Idea in an advertising campaign strategy and be able to present those ideas persuasively in a Pitch.
4. Be able to write, design, and prepare advertisements for different media as well as critique the work of others as a means of better understanding the craft and science of advertising creativity.
5. Gain hands-on experience with constructing a complete advertising plan (a group advertising plan in a real advertising problem will be the main assignment in the course).

### Recommended reading material

1. W. Arens, C. Arens, M. Weigold, D. Schaefer, (2014), *Effective advertising*, Rosili Publishing, Chap. 8 – 9.
2. Alan Pipes, (2008), *Foundations of Art and Design*, Laurence King Publishing.
3. Sean Hall, (2010), *This Means This, This Means That: A User's Guide to Semiotics*, Diavlos Publishing.
4. Laurie Adams, (2006), *Looking At Art*, Diavlos Publishing.

### Teaching methods

Lectures, case studies, discussion of real-life examples, group assignment and presentation, Computer Laboratory.

### Assessment methods

Final written exam (25%); Compulsory group assignment (50%); Student assignment (25%)

## **INTERCULTURAL-CULTURAL COMMUNICATION AND MANAGEMENT**

**Course code:** 5718

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** To be announced

### Course content

The course examines different aspects of communication and behavior in the workplace among people from different cultural backgrounds and covers issues involved in intercultural communication, intercultural management and diversity management in the workplace and which are:

1. Basic concepts in communication and culture and their interaction in the field of intercultural communication.
2. Concepts and theories of intercultural communication.
3. Characteristics and contexts that affect the nature and effectiveness of intercultural communication
4. Theories of cognitive and emotional individual's responses in intercultural contexts
5. Theories of intercultural interactive behavior,
6. The role of cultural elements (beliefs, values, norms) and their effect on verbal and non-verbal communicative behavior.
7. Barriers to the development of intercultural communication.
8. Developing intercultural skills in the workplace.
9. Intercultural business administration.
10. Managing diversity in the workplace.

### Learning outcomes

After successfully completing the course, students will be able:

1. To understand the complexity of the mechanisms that affect the intercultural communication, intercultural management and diversity management.
2. To be able to trace the normally "invisible" barriers to development and smooth development intercultural relationships and situations.
3. To develop intercultural skills.
4. To be able to apply the theoretical knowledge but also the skills they acquire in the course in workplaces where increasingly characterized by inter-cultural and diversity.

### Recommended reading material

1. *Lecture Notes, Inter-Cultural Communication*, Eleni Apospori, AUEB, 2015
2. *Cross-Cultural Management*, D. Thomas, Sage, 2008
3. *Understanding Cross-Cultural Management*, M.J. Browaeys & R. Price, Prentice Hall, 2008
4. *An Introduction to Intercultural Communication, Identities in a Global Community*, F.E. Jandt, Sage, 2007
5. *Managing the Global Workforce*, P. Caligiuri, D. Lepak, J. Bonache, Wiley, 2010

### Teaching methods

Sessions combine lecture style delivery with analysis of case studies, discussion of practical examples, practical application of group exercises, presentations by students.

## **Assessment methods**

### **Written examination: 55%**

The exam questions ask for extensive written responses and require a thorough understanding of the course content, analytical and critical thinking and ability of combining theories and models and their application in real-life contexts.

### **Participation, written project and presentations: 45%**

Participants are asked through research to identify a real issue/problem associated with the course topics, to describe, to analyse using theories and models pertaining to the course and propose solutions. The projects are group-projects (up to 3 persons) and involve a written and an oral part; oral presentations are mandatory for all group members.

## **PUBLIC RELATIONS & CRISIS MANAGEMENT**

**Course code:** 5725

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Vlasis Stathakopoulos, Dimitris Lymperopoulos

### **Course content:**

The course material can be organised in the following basic parts:

1. The role of PR in organizations
2. Historic evolution of Public Relations
3. Public Opinion.
4. Segmentation and communication with different publics
5. Excellence theory of Public Relations
6. Media and Bloggers Relations
7. Event management
8. PR Ethics
9. Issue and Crisis Management

### **Learning outcomes:**

After successfully completing the course, students will be able to:

1. Apply basic public relations theories and principles to practice.
2. Apply appropriate theories to analyze and modify public opinion.
3. Construct effective messages for diverse audiences.
4. Compose written public relations materials in a logical, coherent, concise, and appropriate format for journalists and bloggers.
5. Create and conduct ethically sound and socially responsible public relations strategies and campaigns.
6. Describe aspects of crisis and disaster management methods and practices
7. Develop management plans as they relate to crisis management planning, response, recovery, and mitigation.

### **Recommended reading material**

1. Papalexandri N. & Lymperopoulos D. (2014), Public Relations, G.Mpenos Publications.
2. Wilcox D. & Cameron Gl., (2014), Public Relations, ION Publications.

### **Teaching methods**

Sessions combine lecture style delivery with analysis of case studies, reference to practical examples, practical application group exercises, and extensive discussions of the application of theories in a variety of different sectors and situations, resulting in an interactive format.

## Assessment methods

Final written exam (70%): The exam questions will require students to produce essay type answers demonstrating how well they meet the course's learning outcomes.

Assignments (30%): Assessment may include essays, reports, reflective papers, creative projects and presentations, individually and in groups. Assessment will cover both theoretical and practical aspects of your learning.

## **INTRODUCTION TO PROGRAMMING WITH R**

**Course code:** 6122

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Ioannis Ntzoufras

### **Course Content:**

The course material involves a detailed description of the following topics: Introduction in computers. Basic principles of programming. Introduction in SPLUS/R (basic elements of the software, command environment, windows environment) Arithmetic operations. Objects. Loop Commands and Syntax (for, while, repeat). Creating Programmes. Lists of results. Special commands. Graphs and figures, multiple graphs. Functions, Functions with multiple output. Statistical Methods, Descriptive analysis, Hypothesis testing.

**Learning outcomes:** This course introduces students to basic principles of programming with the use of the free statistical language R.

### **Recommended Reading Material**

1. Ntzoufras, I & Karlis D. (2015). *Introduction to programming and Data Analysis with R*. [e-book, in Greek] Athens: Link of Greek Academic Libraries. available: <http://hdl.handle.net/11419/2601>
2. Fouskakis D. (2013). *Data Analysis by Using R*. Athens: Tsotras Publications [in Greek]
3. Crawley, M. (2007). *The R Book*. 1st edition, Wiley.
4. Crawley, M. (2014). *Introduction to Statistical Analysis with R* (Greek translation). Broken Hill publications.

Additional material, books and notes for R is available at  
<http://cran.r-project.org/other-docs.html>

## **DATABASE MANAGEMENT SYSTEMS**

**Course code:** 8117

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Damianos Chatziantoniou

### **Learning outcomes**

Databases began as a simple application in early 70s and grew to one of the most important fields in computer industry, touching hundreds of IT applications. This outcome was somehow expected, since the focus of database research is the description, storage and usage of data. To describe a database application we need a data model, such as the entity-relationship or the relational model. To retrieve and make use of the stored data, we need a generic query language, such as SQL. Finally, there are numerous ways to store data, depending on how this will be used. The goal of this course is to educate students on how to design

properly, build efficiently and use intelligently a database. Furthermore, it should make apparent the various trade-offs that exist in designing, building and using such an application.

### Course content

- Introduction: Purpose, data models, database languages, users, transactions, architecture.
- Entity-Relationship Model: Entities, relationships, attributes, keys, mapping cardinalities, weak entities, E-R diagrams, mapping to tables, examples.
- Relational Model: Relations, relational schema, relational algebra.
- The SQL Language: Basic structure, nested subqueries, aggregation, views, update, procedural and embedded SQL, triggers.
- Relational Design: Integrity constraints, functional dependencies, decomposition, normalization.
- Storing and Indexing: File organization, indexing, hashing, trees.
- Special Topics: Data warehousing, OLAP, data mining, data streams, OO DBs.

### Recommended readings



«Database Management Systems», Vol. I and II, R. Ramakrishnan & J. Gehrke, 2<sup>nd</sup> edition, McGraw-Hill, 2002.



«Database System Concepts», Silberschatz, Korth, Sudarshan, 5<sup>th</sup> edition, McGraw-Hill, 2004.

**Teaching methods:** Traditional presentations and lectures, invited speakers from the industry, labs to present a specific commercial database system.

**Assessment methods:** Written exam (60%), development of a large database application (40%).

## **PROJECT MANAGEMENT**

**Course code:** 8121

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 7<sup>th</sup> Semester (Winter)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Konstantinos Androutsopoulos

**Course aims and learning outcomes:** The objective of this course is to present methods and tools for planning, executing, monitoring and controlling projects. Special emphasis is placed on the following topics: the basic principles of managing projects, methods for the selection and evaluation of projects, scheduling techniques, cost-time trade-off, resource allocation, and methods for project control. After completing this course the students will be able to:

- Determine and describe the scope of a project
- Assess the risks of a project
- Organize a project to work packages
- Understand methods and techniques related to project selection, organization, planning, scheduling, control, and evaluation
- Select and evaluate projects
- Monitor and manage a project
- Implement processes and methods for project control.

**Course content:** The course includes the following sections:

- Introduction to Project Management: Project life cycle, Total Quality Management in project management,
- Project Selection and Evaluation: Cost-benefit analysis, Cost-effectiveness analysis, Multicriteria evaluation



- Project Scheduling: Definition, objectives, and constraints for project development, identification of activities, estimation of the duration and the resources required for the realization of the activities, construction of project network
- Methods for Project Scheduling: Methods for Project Scheduling (Critical Path Method, Programme Evaluation Review Technique),
- Project Cost and Resource Management: Cost estimation, time-cost trade-off analysis, resource management and allocation, Programme Management,
- Project Control: Techniques for project control.

#### **PRIVATE LAW I (NOT OFFERED)**

**Course code:** 1181

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>TH</sup> (Spring)

**Number of credits allocated:** 6 ECTS

**Name(s) of course instructor(s):** Will not be offered

#### **ENVIRONMENTAL AND NATURAL RESOURCE ECONOMICS**

**Course code:** 1764

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ects

**Name(s) of course instructor(s):** Andriana Vlachou

#### **Learning outcomes of the course unit**

The students acquire knowledge of the economic causes of ecological problems and the means to contain them. The Economics of Environmental and Natural Resources offers concepts and analytical instruments to learners that enable them to understand pollution and natural resource depletion and measures to cope with these problems.

- The course offers the theoretical analysis and methods for empirical research in the following topics of environmental economics: fundamental principles of Welfare Economics, the causes and impacts of environmental pollution, the economic theory of environmental protection, methods for measuring the benefits and costs that result from improving environmental quality, specific measures (emissions tax, pollution permits, etc) for the protection of the environment, sustainable development and the environment. In addition, the course offers the theoretical analysis and methods for empirical research in the following topics of natural resource economics: the theory of the optimal use and pricing of natural resources (exhaustible and renewable), with emphasis on the economics of energy, sustainable development in view of the exhaustibility of natural resources.


- The course applies analytical economic methods and techniques to environmental issues and policy design. Policies of the European Union are discussed and evaluated. The theoretical analysis is complemented with various applications.

- It develops the critical competence of the students since the course provides a critical evaluation of the neoclassical theory of Environmental Economics and Natural Resources and compares it with alternative theories aspiring to interpret ecological problems with novelty and to offer challenging and enduring solutions


**Course contents:** The course aims to introduce students in the interaction of the economic system with nature. The course begins with the fundamental principles of Welfare Economics. It will next discuss the causes and impacts of environmental pollution, followed by the economic theory of environmental protection.

Methods for measuring the benefits and costs that result from improving environmental quality will be then discussed. In addition specific measures (emissions tax, pollution permits, etc) for the protection of the environment will be covered. We next turn to the theory of the optimal use and pricing of natural resources (exhaustible and renewable). We put emphasis on the Economics of Energy. We then examine the topic of sustainable growth in view of the exhaustibility of natural resources and the overshooting of the carrying capacity of the environment. We will also discuss the policies of the European Union towards the environment and natural resources. Finally, we will provide a critical evaluation of the theory of Environmental Economics and Natural Resources and we will compare it with alternative theories aspiring to interpret ecological problems differently and to offer challenging solutions. The theoretical analysis is complemented with various applications.

#### **Recommended reading:**

 *Environment and Natural Resources: Economic theory and Policy*, Volume 1, A. Vlachou, Kritiki Publications 2001 (recommended bibliography).

*Environment and Natural Resources*, A. Vlachou, Lectures Notes, Athens University of Economics and Business, 2017 (recommended bibliography).

 *Environmental Economics and Natural Resources (set)*, Tietenberg, Gutenberg Publications 2010 (alternative bibliography).

*Environment and Natural Resources*, A. Vlachou, Lectures Notes, Athens University of Economics and Business, 2017 (recommended bibliography).

#### **Planned learning activities and teaching methods**

2 regular two-hour lectures per week/internet-based communication (e-class) with students/case studies

#### **Assessment methods and criteria**

Final written exam / term paper (optional)

### **SOCIAL ENTREPRENEURSHIP**

**Course code:** 2464

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> (Spring)

**Number of credits allocated:** 6 ECTS

**Name(s) of course instructor(s):** Olivia Kyriakidou, Helen Salavou

#### **Objectives of the course**

Social entrepreneurship is an alternative way of enterprising. It deals with social and green problems, which cannot be solved by the governments or the private sector. The course cultivates a social entrepreneurial mindset and focuses on skills necessary for creating and managing sustainable social new ventures.

#### **Prerequisites**

none

#### **Course content**

The course makes undergraduate students familiar with key concepts of social entrepreneurship, such as:

- Social economy-social entrepreneurship
- Social versus traditional entrepreneurship
- Creating a new social venture
- Social leadership
- Challenges and trends in social entrepreneurship
- Business models of social enterprises at the national and international level

### Anticipated Educational Results

Upon completion of the course, undergraduate students will:

- be able to understand key social entrepreneurship concepts
- acquire the skills to create and manage social ventures
- be able to critically assess practices of social ventures in and outside Greece
- will be able to use models, techniques and tools in practice

### Recommended reading

- Academic notes
- Brooks A.C. (2010). Social Entrepreneurship (in Greek), translation Sokodimos A. Athens: Ellin.

### Teaching methods

Lectures and students' presentations

### Methods of assessment

Written exams and compulsory assignment

## EUROPEAN LAW

**Course title:** European Law

**Course code:** 4116

**Type of course:** Compulsory

**Language of instruction:** Greek

**Year of study:** 2o

**Semester:** 4<sup>th</sup> Semester

**Number of credits allocated:** 6 ECTS

**Name(s) of course instructor(s):** Asteris Pliakos

**Course content:** The goal of the course is to teach the student the contribution of the European Union Law to the regulation of the economy. Through the course, the student will understand the characteristics of the European Union Law, its legal system, its Institutions and its policies. The topics of the course cover the most important aspects of the law of the European Union, classified in two major categories. The first category analyses the Institutional Law of the Union, while the second relates to its economic law. Finally, the course focuses on the history, aim and values of the European Union, its competences, its sources of rules, its Institutions, the internal market, the economic freedoms and the regime of free competition of the EU.

**Learning outcomes:** After successfully completing the course, students will be able to:

- I. Understand the historical reasons of the creation of the European Union Law, its fundamental aspects, its policies and activities.
- II. Understand the multifaceted relations between EU Member States, EU and International Organizations, enterprises and the EU.
- III. Understand the institutional evolutions and their impact on the Member States and the enterprises.

### Recommended reading material:

- I. Pliakos A., The Law of the European Union (2012), Legal Library Publications.
- II. Maravegias N, The European Union (2016), Critiki Publications.
- III. Schütze R., European Union Law (2015), Cambridge University Press.

**Teaching methods:** Sessions combine lecture style delivery with analysis of case studies, reference to practical examples, and extensive discussions of the application of theories in a variety of different sectors and situations, resulting in an interactive format.

### Assessment methods

Final exam: 70%:

The exam questions will require students to produce answers demonstrating a strong critical and analytical ability; combining understanding of theory and frameworks with practical examples; giving solutions to presented business problems.

Progress Tests: 30%:

Two Progress Tests expect the students to answer questions with a theoretical and practical character, while they have to assess under a critical point of view legal concepts and theories relating to economic matters.

## **INTERNATIONAL ECONOMICS**

**Course code:** 4112

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>TH</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ects

**Name(s) of course instructor(s):** Thomas Moutos

### **Learning Outcomes**

The purpose of the course is to introduce students to the subject of international economics, by focusing on the connection between the analytical tools and theories of the subject and events in the world economy. Among the topics covered in the course are: absolute and comparative advantage; determination of relative prices; gains from trade; effects of productivity changes on domestic and foreign welfare; international trade and income distribution; political economy of factor movements, trade policy under various market structures; political economy of trade policy; preferential trading agreements; national income accounting and the balance of payments; the current account and foreign indebtedness; money, interest rates and exchange rates; effectiveness of macroeconomic policies; comparison of exchange rate regimes; balance of payments crises and capital flight; macroeconomic policy goals in the open economy: internal and external balance; and international macroeconomic policy coordination.

### **Prerequisites**

Basic knowledge of Microeconomics and Macroeconomics

### **Course contents**

1. International Trade: Theory and Policy, Labor Productivity, Absolute and Comparative Advantage, Factor Endowments and International Trade imperfect competition and international trade International factor movements, The Instruments and Political Economy of Trade Policy, Preferential Trading Agreements and Economic Integration
2. International macroeconomics and finance, balance of payments and national accounts, Money Interest Rates and Exchange Rates income, Prices and Macroeconomic Policy in Open Economies, Exchange Rate regimes internal balance, external balance, and foreign indebtedness macroeconomic policy, Coordination and the International Monetary System

### **Recommended readings**

1. Krugman, P., Obstfeld, M., and Melitz, M. (2012), International Economics, Ninth Edition, Pearson.
2. Feenstra, R. and Taylor, A. (2012), International Economics, Second Edition, Worth.

### **Teaching methods**

Traditional lectures-based format

### **Assessment methods**

Final written exam

## **TOURISM MARKETING**

**Course code:** 5658

**Type of course:** Elective  
**Language of instruction:** Greek  
**Year of study:** 4<sup>th</sup> Year  
**Semester:** 8<sup>th</sup> Semester (Spring)  
**Number of credits allocated:** 6 ECTS  
**Name(s) of course instructor(s):** Kalipso Karantinou

### Course content

Within the service sector, the tourism industry represents a special case, involving both exporting services and importing customers and significantly impacting upon the global economy. The objective of the course is to highlight the importance of tourism for the national and the global economies and to identify the distinguishing characteristics of tourism services and their implications. The course covers trends in tourism and the complexities of the tourism industry, the management of the tourism experience, tourism marketing research, strategic marketing and planning in tourism, destination positioning, destination branding and an analysis of the alternative forms of tourism and their implications.

### Learning outcomes

After successfully completing the course, students will be able to:

1. Fully understand tourism activity and the full spectrum of tourism services.
2. Develop an appreciation of the complexity of the tourism industry and the difficulties involved in the management of the tourism experience.
3. Comprehend the distinguishing characteristics of tourism services and the visitors' expectations from the tourism product.
4. Acknowledge the significance of marketing and strategic planning for tourism companies and destinations.
5. Identify the optimal strategies in each case and know how to implement them.

### Recommended reading material

Igoumenakis, N. (2013) Tourism Marketing in Theory & Practice, Antonakopoulou Publishing.

1. Vassiliadis, C. (2008), Customer Relationship Management and Destination Marketing, Klidarithmos Publishing.
2. Middleton, V.T.C. (2008), Marketing in Travel and Tourism, Elsevier.
3. Moutihno, L. (Ed) (2000), Strategic Management in Tourism, CABI Publishing.
4. Shoemaker, S., Lewis, R.C., & Yesawich, P.C. (2007), Marketing Leadership in Travel and Tourism, Pearson-Prentice-Hall.

### Teaching methods

Sessions combine lecture style delivery with an interactive format, involving analysis of case studies, reference to practical examples and invited talks by industry experts.

### Assessment methods

Final exam: 80%:

The exam questions will require students to produce essay type answers demonstrating a strong critical and analytical ability; combining understanding of theoretical models and frameworks with practical examples.

Assignments: 20%:

Students are expected to develop a written report and give an oral presentation of a successful example in the tourism industry, either a company or a destination.

### **SOCIAL ENTREPRENEURSHIP & NON-PROFIT MARKETING (NOT OFFERED in the Acad. Year 2019-2020)**

**Course code:** 5678

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Kostis Indounas

### **Course content**

The aim of the course is to present the contribution of marketing in the context of social entrepreneurship non-profit organizations. The course content involves the following issues: Categorization of social entrepreneurship and non-profit organizations, description of the contribution and significance of marketing, the steps in designing an effective marketing plan, specialized marketing related topics.

**Learning outcomes** After successfully completing the course, students will be able to understand the:

1. Categories of social entrepreneurship and non-profit organizations.
2. Contribution and significance of marketing for these entrepreneurship and organizations.
3. Steps in designing an effective marketing plan.
4. Specialized topics such as fundraising, volunteerism, cause related marketing, social marketing.

### **Recommended reading material**

1. Kyriakidou, O. and Salavou, E. (2014), *Social Entrepreneurship*, Rosili, Athens.
2. Brooks, A.C. (2010), *Social Entrepreneurship: A Modern Approach for Creating Social Capital*, Ion-Ellin, Athens.

### **Teaching methods**

Sessions combine interactive lecture style delivery, case studies, presentation of group assignments and lectures by specialized practitioners.

### **Assessment methods**

Final exam: 100%:

The exam questions will require students to produce essay type answers demonstrating a strong critical and analytical ability; combining understanding of theoretical models and frameworks with practical examples; giving solutions to presented business problems.

Assignments:

Students are expected to work in teams and conduct a literature review of a selected topic or present the marketing strategy of a social business or non-profit organization. Assignments are voluntary and can contribute to the increase of the final grade by 20%.

## **CUSTOMER RELATIONSHIP MANAGEMENT**

**Course code:** 5690

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** To be announced

**Course content:** Customer Relationship Management is rapidly becoming an important new initiative for most companies when trying to improve their relationship marketing programs. Customer Relationship Management (CRM) can be described as a comprehensive set of processes and technologies for managing the relationships with potential and current customers and business partners across marketing, sales, and service areas regardless of the channel of distribution. Also, new technologies, including the Internet and CRM software tools, are providing exciting opportunities to the firm to develop and manage one-to-one relationship with its customers. The purpose of this course is to prepare students to deal with these changes in the corporation and the global market place - by exploring issues related to challenges of developing and managing relationship marketing strategies and programs.

### Learning outcomes

After successfully completing the course, students will be able to:

1. Understand the meaning and importance of CRM for a business.
2. Recognize the steps for developing an effective CRM system.
3. Acquire both a conceptual understanding and the knowledge pertaining to practical application of critical skills necessary for building and managing partnering relationships with customers and suppliers.
4. Discuss the conceptual foundations of relationship marketing and its implications for further knowledge development in the field of business.

### Recommended reading material

1. Gounaris, S. and Stathakopoulos, V. (2006), *Customer Relationship Management Marketing and Sales for Key Accounts*, Stamoulis, Athens.
2. Kosmatos, D. (2011), *CRM: Principles and Technologies*, 2<sup>nd</sup> edition, Kleidarithmos, Athens.
3. Kumar V., Reinartz W, (2012), *Customer Relationship Management: Concept, Strategy, and Tools*, Springer, 2nd ed.

### Teaching methods

Sessions combine interactive lecture style delivery, case studies, presentation of group assignments and analysis of CRM type databases.

### Assessment methods

Final exam: The exam questions will require students to produce answers demonstrating a strong critical and analytical ability; combining understanding of theoretical models and frameworks with practical examples;

Assignments: Students are expected to work in teams on a real case study.

### DIGITAL ENTREPRENEURSHIP

**Course code:** 5696

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> (Spring)

**Number of credits allocated:** 6 ECTS

**Name(s) of course instructor(s):** To be announced

### NEGOTIATIONS

**Course code:** 5728

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> Semester (Spring)

**Number of credits allocated (ECTS):** 6 ECTS

**Name(s) of course instructor(s):** Flora Kokkinaki, Dimitrios Lymperopoulos

### Course content

Negotiation skills are necessary in every case of collective decision-making and conflict of interest. Effective negotiation often means "value" maximization - and not just reaching a mutual agreement. The course examines the nature and strategies of negotiation with a particular focus on business negotiations. The course aims to build an understanding of the factors that affect the process and outcome of a negotiation and to lead to the development of relevant skills. In the course the following topics are covered:

- 1) Conflict of interest and social conflict. The nature of negotiation: issues, options and outcomes. The behavioral approach to the study of negotiation.
- 2) Strategies and tactics of negotiation: cooperation and competition. The dual-concern model of

- negotiation strategy. Preparation and planning.
- 3) Distributive bargaining.
  - 4) Integrative negotiation.
  - 5) Cognitive processes and biases in negotiation.
  - 6) The role of communication in negotiation.
  - 7) The relationship between the negotiating parties: power, trust, positivity.
  - 8) Negotiation through agents.
  - 9) Multiparty and intergroup negotiation.
  - 10) Mediation: the concern-likelihood model of mediation strategy.
  - 11) Arbitration.
  - 12) International negotiation and the role of cultural factors.
  - 13) The ethics of negotiation.

**Learning outcomes** Upon completion of the course, students should be able to:

- 1) Understand the nature of interpersonal and intergroup conflict.
- 2) Recognize the characteristics of a negotiation situation.
- 3) Understand the requirements of this process.
- 4) Understand the factors that affect the outcome of a negotiation.
- 5) Know how to analyze and plan a negotiation.
- 6) Select appropriate strategies and tactics.
- 7) Carry out successful negotiations.

#### **Recommended reading material**

1. Γιούρι, Ο. (2001). Πως να ξεπερνάτε την άρνηση: Από την αντιπαλότητα στη συνεργασία. Αθήνα: Καστανιώτη.
2. Ρούμπιν, Τζ. Ζ., Προύιτ, Ντ. Γκ. & Κιμ, Σ. Χ. (1999). Η Διευθέτηση της Κοινωνικής Σύγκρουσης: Κλιμάκωση – Αδιέξοδο – Επίλυση. Αθήνα: Καστανιώτη.
3. Lewicki, R. J., Barry, B., Saunders, D. M. & Minton, J. W. (2004). Η Φύση των Διαπραγματεύσεων (2η αμερικάνικη έκδοση). Αθήνα: Κριτική.
4. Pruitt, D. G. & Carnevale, P. J. (1993). Negotiation in Social Conflict. Buckingham: Oxford University Press.

#### **Teaching methods**

Interactive lectures, analysis of examples and case studies, exercises, role-play and negotiation simulations.

#### **Assessment methods**

Final written examination (75%): Exam questions require short answers or choice between multiple options. Assessment is based on students' knowledge of course content, their analytical and critical ability and the ability to apply theoretical tools in real or hypothetical negotiation situations.

Presentation (25%): Students work in groups and present to class a relevant topic (literature review, expert advice, case study, etc.).

#### **BUSINESS & COMMERCIAL LAW**

**Course code:** 7112

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>TH</sup> (Spring)

**Number of credits allocated:** 6 ECTS

**Name(s) of course instructor(s):** Christina Tarnanidou

#### **MONEY & CAPITAL MARKETS**

**Course code:** 7124



**Type of course:** Elective  
**Language of instruction:** Greek  
**Year of study:** 4<sup>th</sup> Year  
**Semester:** 8<sup>TH</sup> (Spring)  
**Number of credits allocated:** 6 ECTS  
**Name(s) of course instructor(s):** To be announced

#### **Course content and learning outcomes**

The aim of the module is to present that core issues and concepts of modern Money and Capital Markets. The contents are based on: Primary and Secondary markets, Money Markets, Bond Markets, Stock Markets, Derivative markets Fundamental and Technical Analysis, Risk and Return Capital Market Theory, Efficient Markets.

#### **Learning activities and teaching methods**

The course is delivered based on face-to-face teaching. Special emphasis is placed on the results of recent relevant empirical literature and the development of examples and practical applications with software such as Excel.

#### **Assessment methods and criteria**

The assessment of the course is based on written exams which has the form of multiple choice questions.

#### **References:**

Σπύρου Σ., «Αγορές Χρήματος & Κεφαλαίου» Εκδόσεις Μπένου, ISBN 960-8249-38-4  
ΘΩΜΑΔΑΚΗΣ ΣΤΑΥΡΟΣ, ΞΑΝΘΑΚΗΣ ΕΜΜΑΝΟΥΗΛ «Αγορές Χρήματος & Κεφαλαίου» (Β έκδοση) ISBN 978-9603-518-686

#### **PROGRAMMING I**

**Course code:** 8106  
**Type of course:** Elective  
**Language of instruction:** Greek  
**Year of study:** 4<sup>th</sup> Year  
**Semester:** 8<sup>th</sup> (Spring)  
**Number of credits allocated:** 6 ECTS  
**Name(s) of course instructor(s):** George Lekakos

#### **Learning outcomes**

The course introduces students to the fundamental concepts of programming using the Java programming language. At the first part of the course, students are familiarized with the basics of programming (development of algorithms, Object-oriented design) applied through Java programming. At the second part of the course, the most significant aspects of the Java language are analyzed (classes, methods, variables, tables, control statements, inheritance) in order to provide students the ability to develop their own Java programs. The expected learning outcome is to enable students to design object-oriented programs and develop programming skills using the Java language through a number of lab exercises and personal assignments. The scalable learning method employed (from small program segments to larger – real life – programs) is expected to exercise students in the analytical programming thinking and provide them with the necessary knowledge to build their own programs in a systematic way.

#### **Mode of delivery (face-to-face, distance learning)**

Face-to-face

#### **Course contents**

Fundamental elements of programming languages, Object-Oriented modeling, the Java programming language, variables, input and output, comparison operators, logic operators, conditional operators, programming with objects, classes and methods, arrays, exceptions, inheritance

#### **Recommended or required reading**

Java: How to program, 8<sup>th</sup> edition, Deitel and Deitel, Pearson education, Inc., 2010  
Ε. Α. Παπαθανασίου. Στοιχεία Υπολογιστικών Συστημάτων, Εκδ.Ε.Μπένου, Αθήνα 1998.  
Γ. Λιακέας. Εισαγωγή στην Java. Κλειδάριθμος, Αθήνα, 2000.

L. Goldschlager and A. Lister. Εισαγωγή στη σύγχρονη επιστήμη των υπολογιστών. Διάυλος, 1994.  
K. N. King. Java Programming: From the Beginning. W.W. Norton & Company, 2000.  
Ron White, Timothy Downs, Stephen Adams. How Computers Work. 5th ed., Que1999  
J. Glenn Brookshear. Computer Science: an overview. Addison Wesley Longman, 1997

### **Planned learning activities and teaching methods**

Lectures, labs

### **Assessment methods assessment methods and criteria**

Written exams and personal assignments (the final grade is the 60% of the written exams and 40% of the assignments)

## **ANALYSIS & MODELING OF BUSINESS PROCESSES AND SYSTEMS**

**Course code:** 8126

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> (Spring)

**Number of credits allocated:** 6 ECTS

**Name(s) of course instructor(s):** Aggeliki Poulimenakou

## **PRODUCTION & OPERATIONS MANAGEMENT**

**Course code:** 8134

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>th</sup> (Spring)

**Number of credits allocated:** 6 ECTS

**Name(s) of course instructor(s):** George Ioannou

### **Learning outcomes**

The goal of the course is to introduce the student to the design, analysis, reengineering, optimization and functional control of modern companies and addresses the key elements that forge the effective management of an organization's limited resources. The same principles hold whether the organization manufactures a product or provides a service, operates in the public or private sector, or is profit or non-profit oriented. Through the course, the student will understand the organizational structure and the various components, sub-systems and functions of a Production or Service Provisioning System, and will gain significant knowledge on the problems arising during their design and operation, as well as on the problem-solving methods through analytical and computational techniques. The topics of the course cover most complex and interrelated business processes inherent in the systems operation, e.g., product and process design, operations planning and scheduling, facility location and layout, etc.

### **Mode of delivery (face-to-face, distance learning)**

Face-to-face

### **Course contents**

The course aims at providing a comprehensive view of most managerial techniques that are used by today's complex enterprises in solving their difficult and intrinsic operational problems. The course covers the following thematic areas:

1. Introduction – POM as a system
2. Forecasting
3. Assembly lines and cellular systems
4. Facility Location – The Transportation problem
5. Facility Layout
6. Inventory Management basic models)
7. ROP models with demand variability
8. Production Scheduling

## 9. Lean systems

### Recommended or required reading

ΔΙΟΙΚΗΣΗ ΠΑΡΑΓΩΓΗΣ ΚΑΙ ΥΠΗΡΕΣΙΩΝ, Γ. ΙΩΑΝΝΟΥ, ΕΚΔΟΣΕΙΣ ΣΤΑΜΟΥΛΗ ΑΕ, 2005, ΑΘΗΝΑ  
OPERATIONS MANAGEMENT: CONTEMPORARY CONCEPTS AND CASES, SCHROEDER, ΕΚΔΟΣΕΙΣ ΕΠΙΚΕΝΤΡΟ, 2010, ΑΘΗΝΑ

### PRODUCT DESIGN AND DEVELOPMENT

**Course code:** 8166

**Type of course:** Elective

**Language of instruction:** Greek

**Year of study:** 4<sup>th</sup> Year

**Semester:** 8<sup>TH</sup> (Spring)

**Number of credits allocated:** 6 ECTS

**Name(s) of course instructor(s):** Eric Soderquist

### Course content

Unit 1 Introduction and Basic Concepts (Weeks 1-4)

- Course Structure, Content and Objectives
- Design Semantics
- Design Thinking – Aesthetics and Functionality
- **1<sup>st</sup> Project Deliverable: PRODUCT CONCEPT. Week 4**

Unit 2 Product Design (weeks 5-7)

- Design and Materials
  - o Material Characteristics and their Relation to Design
  - o Basic Production Processes
- Designing for Innovation
- Human Centred Design
- Product Testing and Prototyping
- **2<sup>nd</sup> Project Deliverable: PRODUCT DESIGN. Week 7**

Unit 3 Industrialization of Products (weeks 8-10)

- Design for Manufacturing
- Industrialization
- Manufacturing Systems and Supply Chain
- New manufacturing possibilities: 3D Printing
- **3<sup>rd</sup> Project Deliverable: PRODUCT SYSTEM. Week 10**

Unit 4 Management of Product Design and Product Development (week 11)

- Process Models for Product Development
- Product Architecture
- Assessing Industrial Design
- Sustainable Products - Green Design – Cradle-to-Cradle

Final Project Presentation and Revision (week 12)

**Final Project Deliverable: PRODUCT FILE.**

Preparation for Final Exam (week 13)

### Learning outcomes

This course will equip the students with basic understanding and fundamental knowledge about product design, new product development, and the management and strategic importance of these processes. The emphasis is on developing practical skills related to product management from the perspectives of industrial design and product engineering. The course has an interdisciplinary base, which resides on innovation and then integrates concepts and methods of aesthetics, semantics, design thinking, technology management,

user-led innovation, manufacturing, environmental sustainability, ergonomics, organization and strategy. The aim is to propose a balanced blend of creative, technical and managerial aspects of the subject matter. The mix of pedagogical methods -lectures, exercises, cases and group project- will instil an independent learning ability among the students, required to grasp the complexity of product design and development. More specifically, the course aims to:

Provide an integrated understanding of product design and development by combining creative thinking, aesthetic awareness, technological reasoning, customer/market understanding, and strategizing capability;

Develop design thinking, design management and design execution skills;

Familiarize the students with methods, tools and software for product design and product development management;

Instil awareness about the importance of product design for innovation in general, e.g., in terms of human centred design, sustainable & green design and open innovation models;

Develop technology analysis, manufacturing/industrialization, and market awareness skills related to product design and product development.

### **Mode of delivery**

Face-to-face teaching, case study discussions, exercises, experiments, field visits, student team project.

### **Planned learning activities and teaching methods**

Teaching methods include lectures on theories and concepts, tutorial sessions on case studies and software applications, as well as application exercises on tools and methods for product design and development.

Student presentations of selected topics and final group project are also part of the teaching methods.

### **Recommended or required readings**

Required:

1. Ulrich, K. & Eppinger, S. (2015), *Σχεδιασμός και Ανάπτυξη Προϊόντων*, Εκδόσεις Τζιόλα, 1<sup>η</sup> ελληνική έκδοση από την McGraw-Hill Higher Education, 5th edition.
2. Ulrich, K. & Eppinger, S. (2011), *Product Design and Development*, McGraw-Hill Higher Education, 5th edition.
3. Electronics papers from the aueb database <http://www.lib.aueb.gr/>

Recommended:

1. Henry, K. (2012), *Drawing for Product Designers*, Laurence King
2. Lefteri, C. (2012), *Making It: Manufacturing Techniques for Product Design*, Laurence King; 2 edition.
3. Liedtka, J. & Ogilvie, T. (2011), *Designing for Growth: A Design Thinking Toolkit for Managers*, Columbia Business School Publishing.

### **Assessment methods and criteria**

30%: Point System related to the successive development of the team project –

Student presentations in weeks 4, 7 and 10.

20%: Final Project Deliverable. Presentation in week 12.

50%: Final Written Exam.

## B3.4 Elective Courses - Program of Studies in Education and Education Sciences

### **3070 Practicum in Teaching I**

Elective Course, 7th semester, 6 ECTS units

Instructor: Vasiliki Brinia

URL: <https://eclass.aueb.gr/courses/DET135/>

#### **Course Description**

The individual teaching activities of the Practicum in Teaching I (winter semester) system are integrated into a scale of graded difficulty, in two types, the “Internal Practicum in Teaching” (realisation and attending of Micro-teaching - 1 teaching for each student in a peer-group) and the “External Practicum in Teaching” (realisation and attending of Teaching in two public schools and attending Sample Lessons in Exemplary Experimental Schools-3 sample lessons per student per semester). A) "Micro-teaching". B) Sample Teaching in an Exemplary Experimental Lyceum. C) Three normal teaching sessions in two public school units – in General Lyceums or Professional Lyceums. The course also includes, within the framework of its laboratory form and the experiential approach required to achieve its objectives, workshops for educational purposes and experiential workshops for EQ skills.

#### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Understand the value of the preparation, organization and design of the lesson,
- Design appropriate lesson plans according to the available educational tools and material,
- Apply in practice what has been taught at a theoretical level on pedagogical science and didactic methodology,
- Discover the means and methods that are appropriate for satisfying the needs of each particular chapter and each student-audience,
- Efficiently and effectively manage the limited teaching time to cover the required curriculum,
- Manage as a teacher a class of students in a natural and unstrained way,
- Recognize in themselves those elements that characterize a teacher.

#### **Bibliography**

- Brown George (1979), Micro Teaching Programme, Teaching Skills (Education Paperbacks), Routledge
- Brinia Vasiliki: General and specialized teaching methodology of economics (AEI and TEI). Psychopedagogy for the science of economics. Publisher: Stamoulis
- Brinia Vasiliki (2014).Case Studies on Educational Management. Stamoulis
- Hatzidimou Dimitrios: Preparation and lesson plan. Publisher: Kyriakides
- M. Serra Goethals, Rose A. Howard, Marie M. Sanders(2013).Student Teaching: A Process Approach to Reflective Practice: A Guide for Preservice and Inservice Teachers(translated). Da Vinci

#### **Teaching and Learning Activities**

Specialized Teaching Methodology workshop - Attending Sample Lessons on Teacher-candidates’ Subject of Specialization (in Exemplary Experimental Schools) - Attending Real Classes on Teacher-candidates’ Subject of Specialization (in Public Schools) – 3 normal teaching sessions in schools (as part of their practicum). In addition, it is mandatory to attend lectures given by well-known professors and experts. The use of experiential learning methods and learner-centered model are the backbone of this course.

#### **Assessment Criteria**

The final examination counts for the 50% of the final grade and the learning activities (micro-teaching, attendance of lessons, teaching etc.) count for the remaining 50%. **The attendance of Practicum in Teaching I is compulsory.**

### **3080 Practicum in Teaching II**

**Elective Course, 8th semester, 6 ECTS units**

**Instructor: Vasiliki Brinia**

**URL: <https://eclass.aueb.gr/courses/DET154/>**

#### Course Description

The individual teaching activities of the Practicum in Teaching II (spring semester) system are integrated into a scale of graded difficulty, in two types, the “Internal Practicum in Teaching” and the “External Practicum in Teaching”: A) “Preliminary teaching” B) 3 Sample Teaching Sessions in an Exemplary Experimental Lyceum. C) Three teaching sessions in three public school units (as parts of their practicum) – in General Lyceums or Professional Lyceums. The course also includes, within the framework of its laboratory form and the experiential approach required to achieve its objectives, interdisciplinary lectures through international collaborations with foreign universities, workshops for educational purposes, experiential self-knowledge workshops for EQ skills and workshops with the aim of educating the students in an experiential manner on subjects like interpersonal relations at school, bullying etc.

#### Learning Outcomes

Upon completion of the course, students will be able to:

- Design appropriate lesson plans according to the available educational tools and material,
- Apply in practice what has been taught at a theoretical level on the pedagogical science and the didactic methodology,
- Utilize experiential and cooperative teaching methods during their teaching,
- Utilize Information and Communication Technologies during their teaching, such as the online wikispaces platform and tools offered by the social networking sites,
- Take advantage of the possibilities offered by several forms of art for the accomplishment of an innovative and effective teaching,
- Efficiently and effectively manage the limited teaching time to cover the required curriculum,
- Manage as a teacher a class of students in a natural and unstrained way.

#### Prerequisite Courses

The students are advised to have successfully completed Practicum in Teaching I.

#### Bibliography

- Brown George (1979). Micro Teaching Programme, Teaching Skills (Education Paperbacks), Routledge
- Brinia Vasiliki (2006). General and specialized teaching methodology of economics (AEI and TEI). Psychopedagogy for the science of economics. Publisher: Stamoulis
- Brinia Vasiliki (2008). Management and Emotional Intelligence. Stamoulis
- Hatzidimou Dimitrios: Preparation and lesson plan. Publisher: Kyriakides
- Zavlanos Myron (2017). Quality in Teaching, in Learning and in Management. Stamoulis

#### Teaching and Learning Activities

Specialized Teaching Methodology workshop - Attending Sample Lessons on Teacher-candidates’ Subject of Specialization (in Exemplary Experimental Schools) - Attending Real Classes on Teacher-candidates’ Subject of Specialization (in Public Schools) – 3 normal teaching sessions in schools (as part of their practicum). In addition, it is mandatory to attend lectures given by well-known professors and experts. The use of experiential learning methods and learner-centered model are the backbone of this course.

#### Assessment Criteria

The final examination counts for the 50% of the final grade and the learning activities (preliminary teaching, attendance of lessons, teaching etc.) count for the remaining 50%. **The attendance of Practicum in Teaching II is compulsory.**

### **3074 Introduction to Pedagogical Science**

*Elective Course, 7th semester, 6 ECTS units*

Instructor: Konstantina Koutrouba

URL: <https://eclass.aueb.gr/courses/MISC174/>

#### **Course Description**

The concept and content of pedagogy. The branches of pedagogy. The means and actors of education. The role of the educator. The historic evolution of teaching from antiquity to the 20th century. Pedagogical trends in Europe in modern times. Development of the theories of Piaget, Bruner, Vigotsky. Motivation, discipline, stress, personality. Modern theories of learning. Learning Theories (Pavlov, Skinner, Thorndike, Piaget, Kolb). Interaction and self-action in learning. Levels of cognitive skills and abilities. Basic aspects of education: pedagogical relationship and interaction, educational act and pedagogical relationship, innovative programs in Secondary Education: Environmental Education, Health Education, Consumer Education, Aesthetic Education, Intercultural Education, etc. Bullying, juvenile school delinquency. Discipline and management of the classroom.

#### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Understand in depth the basic principles and concepts of the pedagogical science,
- Apply the pedagogical principles to their teaching,
- Recognize the different pedagogical approaches that they should apply in each student case,
- Deliver a lesson based on a personalized approach to the students' pedagogical needs,
- Recognize the importance of student-centered approach and self-action in teaching,
- Develop the appropriate pedagogical relationship with students.

#### **Bibliography**

- Cifali Mireille & Imbert Francis (2005), *Freud and Pedagogy*. Dardanos.
- Kincheloe L. Joe (2008), *Knowledge and Critical Pedagogy: An Introduction (Explorations on the Educational Purpose)*. Springer.
- Hatzidimoy Dimitrios (2010), *Introduction to Pedagogical Patterns*. Kyriakides.
- Pyrgiotakis Ioannis (2011). *Introduction to Pedagogical Science*. Pedio.
- Matsangouras Elias (2009). *Introduction to Pedagogical Sciences, Alternative Approaches, Teaching Extensions*. Gutenberg.

#### **Teaching and Learning Activities**

Students must complete two assignments, which are compulsory. These assignments help the students to fully understand and use what they learned during the semester and also develop their critical thinking and reasoning. Both tasks are assigned in teams, not individually. At the end of the semester, random teams present their assignments in the classroom. The main teaching method is the experiential teaching and it is student-centered in order to build the proper students' knowledge. The 1st assignment focuses on the writing of a comprehensive case study about issues of the modern Pedagogy (Discipline and Classroom Management, Innovative School Programs, Learning and motivation for learning) or on a brief presentation and evaluation of the ideas of great educators. The 2nd assignment is about reading, understanding and presenting an article selected from a foreign educational journal (in English). The aim of this task is a comprehensive study of issues that have preoccupied students during the semester.

#### **Assessment Criteria**

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grades on the compulsory assignments (50%) and on the final exam (50%).

### **3075 Management of Education & Educational Units**

Elective Course, 7th semester, 6 ECTS units

Instructor: George Papakonstantinou

URL: <https://eclass.aueb.gr/courses/DET132/>

#### **Course Description**

Part A: Introduction to the Management of Education and Educational Units 1. Structure and operation of the Greek educational system. 2. Systemic approach to the operation of the training unit. 3. The environment of the training unit. 4. Planning - organization - management - evaluation - decision making in educational units. 5. Leadership. - Part B: Basic Educational Legislation 1. The administrative bodies of the school and their work (Head Teacher, Deputy Head Teacher, Teachers' Association) (Law 3848/10 and YA Φ353.1 / 324/105657 / Δ1). 2. School as a "public service".

#### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Recognize the structure and the systemic approach of the operation of the educational units,
- Identify the administrative functions of planning, organization, management, control and decision-making,
- Analyze the different decision-making systems found in school units,
- Recognize the different types of leadership and their characteristics, as they may encounter in the administration of a school unit,
- Describe the basic education legislation governing the operation of the secondary school,
- Understand school as a "public service",
- Apply the basic principles of organizing and managing teaching units when they are assigned a management post.

#### **Prerequisite Courses**

None.

#### **Bibliography**

- Tony Bush & Marianne Coleman (2001), Leadership and Strategic Management in Education (Centre for Educational Leadership and Management) 1st Edition, Sage.
- Karakatsani Despina, Papadiamantaki Julie (2012). Modern educational policy issues. Epikentro.
- Vasiliki Brinia (2008), Management of Educational units and Education. Stamoulis.
- Vasiliki Brinia (2010), Case-studies of educational units. Stamoulis.

#### **Teaching and Learning Activities**

Experiential teaching method and dialogue are essential parts of this course. In order to detect the students' prior knowledge, the method of question-answer (Socratic method) is used. Students must complete one assignment, which is compulsory. The assignment helps the students fully understand and use what they learned during the semester. The assignment is assigned in teams, not individually.

#### **Assessment Criteria**

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grade on the compulsory assignment (50%) and on the final exam (50%).

### **3076 Introduction to Teaching Methodology – Analytical Curriculum**

Elective Course, 7th semester, 6 ECTS units

Instructor: Vasiliki Brinia

URL: <https://eclass.aueb.gr/courses/INF272/>

#### **Course Description**

Basic concepts of Teaching. Structure of Teaching. Formulation of Objectives. The curriculum. Planning the Teaching activity. Modern views on learning. Teaching methods. The Effectiveness of Interaction & Self-Action in Learning. Problem Solving. Tools and resources for teaching. The process of teaching. Levels of cognitive skills. Educational Design. The ADDIE model. Development of digital content. The SCORM model. Teaching and learning in the digital era. Creating Knowledge vs Acquiring Knowledge. Pedagogical innovations and technology. Quality, access and equality in education. Challenges in the use of new technologies in teaching. Analytical Curricula, Contents: Selection and structuring, pedagogical relationship and interaction,



interpersonal communication, teaching and learning processes. The micro-teaching (workshop of teaching methodology) in the practice of teaching.

### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Understand basic concepts of teaching and properly formulate the general and the specific objectives of the lesson
- Understand the content and the value of analytical curricula and design effective lessons tailored to the needs of each class
- Understand the value of learner's self-action in learning and the learner-centered approach in general and identify the appropriate means and appropriate teaching methods for each module they teach
- Understand the value of developing a pedagogical relationship with students
- Understand the process of educational design with the ADDIE model and the development of educational content with the SCORM model
- Understand the methodology of educational design in the digital era and discern the process of knowledge creation vs the acquisition of knowledge
- Understand the challenges and innovations that derive from the use of technology in education

### **Prerequisite Courses**

None.

### **Bibliography**

- Brinia, V., Augerinos, D. (2015). Using the extended model ADDIE in companies' internal training, *Journal of Research in Business and Management*, 4(11), 7-13.
- Chris Kyriacou (2014), *Effective Teaching in Schools: Theory and Practice*, Third Edition, Oxford.
- Robert Maribe Branch (2009), *Instructional Design: The ADDIE Approach*, Springer.
- Kristi Lonka, et al. (2015), *Innovative Schools: teaching and learning in the Digital Era*, European Union.

### **Teaching and Learning Activities**

The main learning activities which take place during the course include lectures from well-known professors and experts in their field who share their knowledge and experiences with the students. The discussion with the students is fully oriented on the experiential method and is considered as the driving force of the course. The teaching methods of question-answer (Socratic method) and cooperative learning are also essential parts of the course. Students must complete two assignments which are compulsory. The first assignment is completed individually accordingly to the students' specialization, while the second is assigned in teams.

### **Assessment Criteria**

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grades on the compulsory assignments (50%) and on the final exam (50%).

## **3078 Educational Assessment**

Elective Course, 7th semester, 6 ECTS units

Instructor: Konstantina Koutrouba

URL: <https://eclass.aueb.gr/courses/MISC162/>

### **Course Description**

Concept, purposes and necessity, contexts and implementation problems, evolution and current state of assessment on a national but also on an international level. The theoretical background of the evaluation. The main evaluation theories. Evaluation methodology. Bodies, types of assessment, approaches, methods, techniques, means and materials, procedures, principles. The subject, objectives and criteria of assessment. Assessment of the living factors of education (Teacher, Head Teacher) and non-living factors of education (processes). Organizing and presenting the results of the assessment. Evaluation of assessment programs and procedures. Institutional framework of the assessment. Position of the assessment in the curriculum. Measurement and evaluation. Objective tests. Organization and analysis of the objective tests. Characteristics of a test: validity - reliability. Interpretation of grades. Standardization of a test. Normalization of the score distribution. Student assessment model.

### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Understand the meaning and content of the evaluation in the educational system,
- Describe the different types of performance evaluation and didactic work evaluation that take place during the teaching process,
- Understand the value of the educational assessment for both students' and teachers' performance,
- Develop both descriptive and objective criteria and methods for assessing students' performance and teaching itself,
- Develop valid and reliable evaluation tools,
- Identify appropriate and specialized assessment techniques that are appropriate in each case.

### **Bibliography**

- Bonniol Jean- Jacques, Vial Michel (2007). The Models of Evaluation. Metahmio
- Nitko Anthony J. (2014), Educational Assessment of Students. 6th Edition, Pearson
- Zavlanos Myron (2003), Teaching and Assessment. Stamoulis
- Kassotakis Michalis (2013). Evaluation in Students' Performance. Grigori
- Taratori-Tsalkatidou Eleni (2015), School Evaluation: Evaluation of the school unit, of the teacher and of the student's performance. Kyriakides.

### **Teaching and Learning Activities)**

The main teaching method is the lecture. The students receive the knowledge which is provided by the teacher and develop their own skills. Students must complete two assignments which are compulsory. These assignments help the students fully understand and use what they learned during the semester and develop their critical thinking and reasoning. Both tasks are assigned in teams, not individually. At the end of the semester, random teams present their assignments in the classroom. One of the assignments is about reading, understanding and presenting an article selected from a foreign educational journal (in English). The aim of this task is a comprehensive study of issues that have preoccupied students during the semester.

### **Assessment Criteria**

The grade of the students in this course depends on active participation in lectures and presentations, but also by their score on compulsory assignments (50%) and final exam (50%).

### **3084 General and Developmental Psychology**

Elective Course, 8th semester, 6 ECTS units

Instructor: Yianna Voukelatou

URL: <https://eclass.aueb.gr/courses/DEOS269/>

#### **Course Description**

The content of the course is divided into two major conceptual teaching units:

Part A: General Psychology 1. Introduction to Psychology as a Science (definition, subject, methods, etc.). 2. Main Schools of Thought/Theoretical Approaches to Psychology. 3. Higher cognitive functions.

Part B: Developmental Psychology 1. Development: definition and queries. The meaning of the stage. 2. The role of heredity and the environment in a child's development. 3. Developmental characteristics of infancy. 4. Developmental characteristics of pre-school and school age. 5. Changes in puberty - Early and late puberty. 6. Mental and linguistic development during adolescence. 7. Teenagers' social development 8. Factors that influence teenagers' development. 9. Difficulties in teenagers' integration.

#### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Understand the subject of study of the science of psychology,
- Describe the main psychology schools that have been developed,
- Understand in depth the role of heredity and the environment in the development of the child,
- Understand the basic developmental characteristics of pre-school and school age,
- Understand in depth the developmental characteristics of puberty,
- Detect the characteristics of adolescence during teaching,
- Utilize pedagogically correct methods, in order to face the particular behaviors of adolescence that students manifest during the teaching process.

#### **Bibliography**

- Penny Hauser-Cram, J. Kevin Nugent, Kathleen Thies, John F. Travers (2013), The Development of Children and Adolescents. Wiley.
- Cole Michael, Cole Sheila (2002), Development of Children, part 3. Dardanos.
- M. Giosafat (2010), Growing into the Greek family, the psychosexual development of a child. ARMOS.
- Robert S. Feldman (2009). Developmental Psychology. Gutenberg.

#### **Teaching and Learning Activities**

The teaching method used is lectures given by the professor. The lectures are guided largely by the questions posed by the students during the lectures but also by issues arising through dialogue that occurs between the professor and learners. The personal experiences of the professor and the students, as well as the references to experiments of great psychologists enrich the teaching and help the students understand the concepts which are taught. Also, students must complete an assignment which includes reading, understanding and presenting an article selected from a foreign (in English) journal about Psychology. The task is assigned in teams of students. At the end of the semester, random teams present their assignments in the classroom.

#### **Assessment Criteria**

The final grade depends on the final written examination grade (with a weight of 50%) and on the group assignments grade (with a weight of 50%).

### **3085 Total Quality Management in Teaching and Education**

Elective Course, 8th semester, 6 ECTS units

Instructor: Eleni Sfakianaki

URL: <https://eclass.aueb.gr/courses/INF357/>

#### **Course Description**

The "Total Quality Management in Education and Teaching" course addresses the need for schools to change and get modernized through the application of the Total Quality Management (TQM) philosophy. 1st module: Principles of Total Quality in Education. 2nd module: The systemic approach to the organization of quality schools. 3rd module: Implementation of Total Quality in Teaching and Learning. 4th module: Assessment of Educational Organizations. Assessment Models of Educational Organizations.

#### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Describe the concept of Total Quality Management in Teaching and Education,
- Understand in depth the systemic approach to organizing the operations of the Quality school units,
- Apply the 14 Points of Deming,
- Apply tools for detecting the "personal quality" of teachers and administrators,
- Analyze the different tools and systems of assessment of organizations and educational units that dominate nowadays,
- Detect the barriers to the application of total quality to the classroom and to school units.

#### **Bibliography**

- Zavlanos Myron (2003). Total Quality Management in Education. Stamoulis
- Total Quality Management, Paul James.
- Sfakianaki Eleni (2015), Total Quality Management and Education. Diavlos

#### **Teaching and Learning Activities**

Lecture and cooperative learning are the main methods which are used. The discussion with the students is fully oriented at the experiential method and is considered as the driving force of the course. The teaching methods of question-answer (Socratic method) and cooperative learning are also essential parts of the course. Students must complete two assignments which are compulsory.

#### **Assessment Criteria**

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grade on compulsory assignments (50%) and on the final exam (50%).

### **3086 Introduction to Information Technology – Pedagogical Applications in Education**

Elective Course, 8th semester, 6 ECTS units

Instructor: Athanasios Androutsos

URL: <https://eclass.aueb.gr/courses/INF346/>

#### **Course Description**

Modern teaching Strategies. Introduction to ICT. Introduction to HTML / CSS. Search Engine Optimization (SEO). Developing webpages. Sharing educational content on the Web and Social Networks. Collaborative Systems. Wikis, Google Docs. Review of project design tools and mind maps. Reviewing multimedia educational content creation tools. Overview of presentation tools. Educational Learning Management Systems (LMS). Designing digital courses. The LMS Moodle. Resources and tools. Development of learning objects and digital courses. Instructional design with technology. Special Issues in Education. Universal design, MOOCs, gamification, personalized learning. Pedagogical applications in education. Innovation and entrepreneurship in education. The Double Diamond model.

#### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Understand the modern teaching methodologies and the basic principles of ICT and Education Technologies.
- Use the World Wide Web (WWW) and social networks for creating web pages for educational purposes as well as to find and share educational content.
- Use and combine digital tools to create educational content and digital courses as well as to collaborate effectively in groups.
- Create digital courses in Learning Management Systems (LMSs) such as Moodle.
- Understand and apply special educational methods such as gamification, universal design, personalized learning, MOOCs.
- Understand and discern educational problems and find and develop innovative business solutions.

### **Prerequisite Courses**

It is advisable to have successfully completed Digital educational content creation & usage, in contemporary learning methodologies.

### **Bibliography**

- Newby Timothy J., Stepich Donald A., Lehman James D., Russel James D.: Educational technology for teaching and learning. Publisher: Focus Publications.
- Foundations of Educational Technology, J. Michael Spector, Routledge, 2015.
- Competences for New Millennium Learners in OECD Countries Katerina Ananiadou, Magdalean Claro, OECD, 2009.
- Komis Vasilios: Introduction to educational applications of Information Technologies and Communications, Publisher: EDITIONS OF NEW TECHNOLOGIES MON. Ltd.

### **Teaching and Learning Activities**

Students are introduced to new technologies so they can use them in future teaching activities. The educational software is presented by the students themselves which makes this activity one of the most important activities of the course. Students must complete two assignments which are compulsory. These assignments help the students to fully understand and use what they learned during the semester. Both tasks are assigned in teams, not individually. At the end of the semester, the teams which selected any kind of educational software as their task have to present it in the classroom.

### **Assessment Criteria**

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grade on the compulsory assignments (50%) and on the final exam (50%).

### **3087 Specialized Teaching Methodology – Didactics of Economic Courses**

Elective Course, 8th semester, 6 ECTS units

Instructor: Vasiliki Brinia

URL: <https://eclass.aueb.gr/courses/ME327/>

### **Course Description**

Economics in secondary education: Material and educational means. Analytical Curriculum of the courses taught by an Economist (PE09) in secondary education. Teaching Directives by the Pedagogical Institute for teaching courses in economics and social sciences. Development of basic teaching methods in the economic and social sciences. Collaborative teaching (group teaching), teaching with the aid of the project method. The project method in Lyceum. The application of the project method in economic sciences. The introduction of art in teaching economic and social sciences (Painting, music, theater, cinema, story-telling). The use of ICT in the teaching process (wikispaces, social media, gamification).

### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Understand the basic principles of teaching the subjects of their specialty,
- Use the principles of special teaching methodology during their teaching,
- Adopt innovative and interdisciplinary teaching methods during the teaching process,
- Use group-cooperation and experiential teaching methods during the teaching process,
- Perceive the value of art as a valuable educational tool for transforming students' perceptions and facilitating the achievement of the teaching objectives set by the teacher,
- Use various forms of art during teaching,
- Make use of ICT applications in education, such as the Wikispaces online platform and social media tools.

### **Prerequisite Courses**

None. It is advisable to have successfully completed Introduction to Teaching Methodology – Analytical Curriculum

### **Bibliography**

- Chris Kyriacou (2014), *Effective Teaching in Schools: Theory and Practice*, Third Edition, Oxford.
- Brinia Vasiliki (2007), *The introduction of the project method (experiential - communicative teaching) in the teaching of economics*. Dardanos.
- Hatzidimou Dimitrios (2015). *Introduction to Thematic Teaching*. Kyriakides.

### **Teaching and Learning Activities**

The main learning activities which take place during the course include lectures from well-known professors and experts in their field who share their knowledge and experiences with the students. The discussion with the students is fully oriented at the experiential method and is considered as the driving force of the course. The teaching methods of question-answer (Socratic method) and cooperative learning are also essential parts of the course. Students must complete two assignments which are compulsory. These assignments help the students fully understand and use what they learned during the semester and encourage the interaction between students and teachers in schools. Both tasks are assigned in teams, and accordingly to the students' specialization.

### **Assessment Criteria**

The grade of the students in this course depends on active participation in lectures and presentations, but also on their grades on the compulsory assignments (50%) and on the final exam (50%).

## **3088 Specialized Teaching Methodology – Didactics of Informatics**

Elective Course, 8th semester, 6 ECTS units

Instructor: Athanasios Androutsos

URL: <https://eclass.aueb.gr/courses/INF282/>

### **Course Description**

Computer science in education: Subject and teaching tools. Curriculum of Informatics in Greek Primary and Secondary Education. Conceptual Framework and Definitions for Computer Science Teaching. Basic concepts of Computer Science (practices, models, learning processes). Programming as a subject. Technologies and tools for teaching programming principles and raising students' interest (Scratch, Gamemaker, Kodu, etc.). Group-cooperative teaching (group teaching), teaching with the project method. The project method in Lyceum. The implementation of the project method in Informatics. Special Topics in Programming (programming, variables, control structures, selection, iteration, process, recursion). Educational software in practice and in the market in the national and international context. The introduction of art in computer science (painting, music, theater, cinema, storytelling).

### **Learning Outcomes**

Upon completion of the course, students will be able to:

- Understand the basic principles of teaching the subjects of their specialty.
- Design effectively courses based on specialized teaching methodology principles.
- Adopt innovative and interdisciplinary teaching methods during the teaching process.
- Use group-cooperation and experiential teaching methods during the teaching process.
- Understand the value of art as a valuable educational tool for transforming students' perceptions and facilitating the achievement of the teaching objectives set by the teacher.
- Use various forms of art during teaching,
- Use ICT applications in education.

#### **Prerequisite Courses**

None. It is advisable to have successfully completed Introduction to Teaching Methodology – Analytical Curriculum

#### **Bibliography**

- Chris Kyriacou (2014), Effective Teaching in Schools: Theory and Practice, Third Edition, Oxford.
- Teaching Fundamental Concepts of Informatics, 4th International Conference on Informatics in Secondary Schools - Evolution and Perspectives, ISSEP 2010, Zurich, Switzerland, January 13-15, 2010, Proceedings.
- Informatics Education - The Bridge Between Using and Understanding Computers: International Conference on Informatics in Secondary Schools - Evolution and Perspectives, ISSEP 2006, Vilnius, Lithuania, November 7-11, 2006, Proceedings.

#### **Teaching and Learning Activities**

The main learning activities which take place during the course include lectures from well-known professors and experts in their field who share their knowledge and experiences with the students. The discussion with the students is fully oriented at the experiential method and is considered as the driving force of the course. The teaching methods of question-answer (Socratic method) and cooperative learning are also essential parts of the course. Students must complete two assignments which are compulsory. These assignments help the students to fully understand and use what they learned during the semester and also encourage the interaction between students and teachers in schools. Both tasks are assigned in teams and to the students' specialization accordingly.

#### **Assessment Criteria**

The grade of the students in this course depends on active participation in lectures and presentations, but also on their score on compulsory assignments (50%) and on the final exam (50%).

### **B3.5 Language Courses**

Information regarding the course content of the language course offered to the students are available in the following links:

[English Language](#)

[French Language](#)

[German Language](#)

## **C. General information for Students**

### **C1. Cost of Living**

The cost of living is calculated using the current housing and other expenses, such as food and transportation prices. This cost is reduced if students meet the conditions for free accommodation and meals.

### **C2. Accommodation**

One of the most important activities of the Student Association/Union of the Athens University of Economics and Business is the provision of free accommodation to its students if they meet specific requirements. Please find more information on the Student Association's website <https://www.aueb.gr/en/content>. At the same time, the University's Students' Accommodation Office collects and provide ads for renting apartments.

### **C3. Meals**

In the main building of the University there is a restaurant where all members of the University Community can have a meal (breakfast, lunch or dinner) paid or for free. The restaurant is open all year round, except July and August

### **C4. Medical Facilities**

Undergraduate and postgraduate students, as well as doctoral AUEB students, who do not have any other medical and hospital care, are entitled to full medical and hospital care in the National Health System (ESY), covering the relevant costs of the National Health Service Provider (EO.YYY). Also, the mental health counseling service operates at the University where a doctor responsible for counseling psychosocial problems is employed.

### **C5. Facilities for special needs students**

The University is interested in integrating all disabled students. There are specially designed hoists in the main building. There are also special regulations for conducting examinations for students with disabilities.

### **C6. Financial support for students**

According to Joint Ministerial Decision No. 140832 / G1 / 25-8-2017 (GG 2993 B / 31-8-2017), undergraduate students of Higher Education Institutions and Higher Ecclesiastical Academies, Greek nationals or nationals of other European Union countries are entitled to an annual housing allowance equal to one thousand (1 000) euro in accordance with the terms and conditions set out in the joint sub-decision determining the criteria and supporting documents

### **C7. Study facilities**

The university has a library and a reading room. More details are available on this link <https://www.aueb.gr/el/library>

### **C8. Language Courses**

<http://www.aueb.gr/pages/foithsh/languages.php>

### **C9. Sports Facilities**

In order to continue to provide holistic education to its students, the Athens University of Economics and Business cooperates with the City of Athens Cultural, Sports and Youth Organization and uses its sports facilities, located at 10 Pasov Street, Grava, Ano Patissia (indoor swimming pool, indoor basketball and volleyball court, open athletics course at the junction of Ermonassis & Pityountos - Thermis (5x5 open soccer field) and at the junction of the street Mitsaki & Polyta - Ano Patissia (open-air tennis court).