

## Table of Contents

Management .....	2
Financial Management .....	5
Operational Research .....	8
Marketing .....	11
Management Information Systems.....	16
Research Methods and Data Analysis .....	20
Strategic Management.....	24
Accounting.....	28
Organizational Behavior .....	32
E Governance.....	36
Management of Social Enterprises.....	40
Human Resource Management.....	44
Change Management .....	48
Consumer Behavior .....	54
Market Research .....	59
New Product Development .....	63
E Commerce .....	68
Tourism Marketing .....	73
Multinational Firms .....	77
International Management .....	82
International Trade.....	86
International Macroeconomics and Econometric Applications .....	90
Law of International Relations .....	98
Business Intelligence Systems .....	102
Project Management.....	106
Master Thesis .....	110

# Management

## COURSE OUTLINE

<b>SCHOOL</b>	BUSINESS ADMINISTRATION		
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF COURSE</b>	POSTGRADUATE		
<b>COURSE CODE</b>	MBA_K101	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	MANAGEMENT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Lectures, seminars and laboratory work	3	5	
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
<b>COURSE TYPE</b> Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων	Field of Science		
<b>PREREQUISITE COURSES:</b>	no		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek.		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA451/">https://eclass.upatras.gr/courses/BMA451/</a>		

### 1. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p>Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.</p> <p>Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)</p> <ul style="list-style-type: none"> <li>• Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης</li> <li>• Περιγραφικοί Δείκτες Επιπέδων 6, 7 &amp; 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β</li> <li>• Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων</li> </ul>
<p>The aim of the course is to present the multifaceted concept of managing organizations. The basic managerial functions are analyzed under the light of a dynamic environment and the need for constant change.</p> <p>At the end of this course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand why it is important to study management and which factors shape it.</li> <li>2. Explain managerial decision making theories.</li> <li>3. Comprehend the meaning of strategic planning.</li> <li>4. Acquire a deeper knowledge of organizational design and culture.</li> </ol>

5. Describe the main functions of Human Resource Management.
6. Define organizational change and the ways to manage it.
7. Explain the nature and significance of control function.

#### General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

At the end of the course the student will have further developed the following skills/competences:

1. To analyze basic concepts of management and how these can be implemented, under different and constantly changing circumstances.
2. To critically face management issues presented through up-to-date case studies.

Generally, by the end of this course the student will, furthermore, have develop the following general abilities (from the list above):

*Searching, analysis and synthesis of facts and information, as well as using the necessary technologies*

*Decision making*

*Autonomous (Independent) work*

## 2. COURSE CONTENT

1. Management concept and the factors that shape it.
2. Planning – decision making, strategic planning.
3. Organization – organizational design and culture, human resources management, change management and innovation.
4. Leadership.
5. Control.

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i>	Lectures
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching and support through e-class platform. Use of educational documentaries in class

Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές											
<p><b>TEACHING ORGANIZATION</b></p> <p>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.          Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη &amp; ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</p> <p>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</p>	<table border="1"> <thead> <tr> <th>Δραστηριότητα</th> <th>Φόρτος Εργασίας Εξαμήνου</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Individual work in case study</td> <td>20</td> </tr> <tr> <td>Individual study</td> <td>66</td> </tr> <tr> <td><b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b></td> <td><b>125 hours (total student work-load)</b></td> </tr> </tbody> </table>	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου	Lectures	39	Individual work in case study	20	Individual study	66	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125 hours (total student work-load)</b>
	Δραστηριότητα	Φόρτος Εργασίας Εξαμήνου									
	Lectures	39									
	Individual work in case study	20									
	Individual study	66									
	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125 hours (total student work-load)</b>									
<p><b>STUDENT ASSESSEMENT</b></p> <p>Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>											
<ul style="list-style-type: none"> <li>• Written final exam (80%) that includes multiple choice and open questions</li> <li>• Individual essay –report (20%)</li> </ul>											

#### 4. RECOMMENDED LITERATURE

1. Robbins, S.P., Decenzo, D.A. & Coulter, M., Fundamentals of Management, Pearson Education 2017.
2. Mullins, L., Management and Organizational Behaviour, Pearson Education 2013.
3. Petridou, E. Management, Sophia, 2011

# Financial Management

## COURSE OUTLINE

<b>SCHOOL</b>	ORGANISATION AND BUSINESS ADMINISTRATION		
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF COURSE</b>	POSTGRADUATE		
<b>COURSE CODE</b>	MBA_K102	<b>SEMESTER OF STUDIES</b>	FIRST
<b>COURSE TITLE</b>	Financial Management		
<b>INDEPENDENT TEACHING ACTIVITIES</b> σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Lectures and laboratory work	3	5	
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
<b>COURSE TYPE</b> <i>Υποβάθρου, Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	Field of Science and Skills Development		
<b>PREREQUISITE COURSES:</b>	Typically, there are not prerequisite course.  The students should possess knowledge of mathematics, statistics and principles of financial management.		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek. Teaching may be however performed in English in case foreign students attend the course.		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA726/">https://eclass.upatras.gr/courses/BMA726/</a>		

### 1. LEARNING OUTCOMES

#### Leraning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β
- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

The objective of the course is to deepen on financial issues through the development of case studies on specific areas. Specifically, the main objective of the course is the documentation of the methodological framework of portfolio theory, the evaluation of the performance and risk of mutual funds, the evaluation of effective portfolios, the knowledge of the appropriate techniques for dealing with real financial management problems.

The theory of the course is taking place in the classroom, while the knowledge of using large amount of data and the necessary scientific tools for management, evaluation, and assessment portfolios with/without using software is taught in the computer lab.

At the end of this course the students should be able to:

- Investigate in a systematic way the volume of information provided by the Internet and make use of the opportunities it offers for a better understanding of the theoretical and empirical framework of financial management,
- Process appropriate financial databases,
- Select and evaluate efficient portfolios,
- Comment and discuss for the difficulty of modern portfolio theory,
- Evaluate the performance and risk of funds,
- Evaluate the performance of fund managers,
- Evaluate the performance persistence of mutual funds, etc.

#### General Abilities

*Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;*

*Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών*

*Προσαρμογή σε νέες καταστάσεις*

*Λήψη αποφάσεων*

*Αυτόνομη εργασία*

*Ομαδική εργασία*

*Εργασία σε διεθνές περιβάλλον*

*Εργασία σε διεπιστημονικό περιβάλλον*

*Παράγωγή νέων ερευνητικών ιδεών*

*Σχεδιασμός και διαχείριση έργων*

*Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα*

*Σεβασμός στο φυσικό περιβάλλον*

*Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου*

*Άσκηση κριτικής και αυτοκριτικής*

*Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης*

By the end of this course the student will, furthermore, have developed the following skills (general abilities):

- Searching, analysis and synthesis of facts and information, as well as using the necessary technologies
- Decision making
- Autonomous (Independent) work
- Group work
- Work design and project management
- Promotion of free, creative and inductive thinking

## 2. COURSE CONTENT

1. Concept and purpose of Financial Management
2. Investments
3. Risk and return
4. Portfolio Theory
5. Portfolio performance measures and risk adjusted measures
6. Mutual Funds and their Operating Framework
7. Evaluation of fund managers
8. Performance persistence of mutual funds

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<p><b>TEACHING METHOD</b> <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i></p>	Lectures and workshops in computer lab
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην</i></p>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching. The lectures content of the course for each chapter are uploaded on

<p>Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</p>	<p>the internet, in the form of a series of .pdf files, where students can freely download them.</p> <p>Software that supports the design, implementation, and application of the appropriate methodological framework for solving problems of financial management.</p>															
<p><b>TEACHING ORGANIZATION</b></p> <p>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας.          Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη &amp; ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</p> <p>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</p>	<table border="1"> <thead> <tr> <th data-bbox="695 436 1214 468"><b>Δραστηριότητα</b></th> <th data-bbox="1222 436 1562 468"><b>Φόρτος Εργασίας Εξαμήνου</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="695 472 1214 531">Lectures and laboratory work (3 conduct hours per week x 13 weeks)</td> <td data-bbox="1222 472 1562 531">39</td> </tr> <tr> <td data-bbox="695 535 1214 567">Design Individual and Group Case studies</td> <td data-bbox="1222 535 1562 567">41</td> </tr> <tr> <td data-bbox="695 571 1214 602">Presentation of the case studies</td> <td data-bbox="1222 571 1562 602">10</td> </tr> <tr> <td data-bbox="695 606 1214 638">Hours for private study of the students</td> <td data-bbox="1222 606 1562 638">35</td> </tr> <tr> <td data-bbox="695 642 1214 701"><b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b></td> <td data-bbox="1222 642 1562 701"><b>125 hours</b></td> </tr> <tr> <td data-bbox="695 705 1214 737"></td> <td data-bbox="1222 705 1562 737"></td> </tr> </tbody> </table>		<b>Δραστηριότητα</b>	<b>Φόρτος Εργασίας Εξαμήνου</b>	Lectures and laboratory work (3 conduct hours per week x 13 weeks)	39	Design Individual and Group Case studies	41	Presentation of the case studies	10	Hours for private study of the students	35	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125 hours</b>		
<b>Δραστηριότητα</b>	<b>Φόρτος Εργασίας Εξαμήνου</b>															
Lectures and laboratory work (3 conduct hours per week x 13 weeks)	39															
Design Individual and Group Case studies	41															
Presentation of the case studies	10															
Hours for private study of the students	35															
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125 hours</b>															
<p><b>STUDENT ASSESSEMNT</b></p> <p>Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	<p>Presentation of case studies and oral examination</p>															

#### 4. RECOMMENDED LITERATURE

<ul style="list-style-type: none"> <li>• Pentaraki, K., Zopounidis, K., "Evaluation of Mutual Funds performance: Theoretical and Empirical Approach", Kleidarithmos Publications, Athens, 2003, (in Greek).</li> <li>• Apostolopoulos, I., "Special Issues in Financial Management", Stamoulis SA, Athens, 2012, (in Greek).</li> <li>• Psarras, I., Zopounidis, K., Xydonas, P., "Modern Portfolio Theory" 1st Ed. -Athens: Kleidarithmos, 2010, (in Greek).</li> <li>• Elton, E. J., Gruber, M. J., Brown, S.J., and Goetzmann, W.N., «Modern Portfolio Theory and Investment Analysis», 7th Edition, John Wiley and Sons, Inc., 2007.</li> <li>• Reilly, K.F., Brown, K.C., «Investment Analysis and Portfolio Management», 10th Edition, South-Western Cengage Learning, 2009.</li> </ul>
---

# Operational Research

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS		
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF COURSE</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	MBA_K103	<b>SEMESTER OF STUDIES</b>	FIRST
<b>COURSE TITLE</b>	OPERATIONAL RESEARCH		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων			
Lectures and laboratory work		3 (lect.) or 3 (lab.)	5
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
<b>COURSE TYPE</b>	Field of Science		
Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων			
<b>PREREQUISITE COURSES:</b>	There are no prerequisite courses. It is, however, recommended that students have at least a basic knowledge of Differential and Integral Calculus as well as Statistics.		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek.		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA424/">https://eclass.upatras.gr/courses/BMA424/</a>		

### 1. LEARNING OUTCOMES

#### Lerning outcomes

Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.

Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)

- Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης
- Περιγραφικοί Δείκτες Επιπέδων 6, 7 & 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β
- Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων

The aim of the course is to present the process of making decisions in complex business problems using the techniques of Management Science. In particular, students will be introduced into the methodology and the basic techniques of Linear Programming and the formulation of Integer Programming models. Examples of special cases of Integer Programming models and their applications will also be discussed.

At the end of this course the student should be able to:

1. Formulate linear programming (LP) and integer programming (IP) models.
2. Understand the basic concepts related to the solution of LPs (reduced cost, duality, etc).
3. Understand and interpret the solution results.
4. Understand the main principles of Decision Analysis
5. Understand the main principles of Multi-Criteria Analysis

#### General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα:

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

At the end of the course the student will have further developed the following skills/competences:

3. Solving LP and IP problems using relevant optimizers.
4. Reporting and presenting the results.

## 2. COURSE CONTENT

1. Linear Programming (problem formulation, solution methods, solution by computer)
2. Duality
3. Sensitivity Analysis – Economic interpretation of the results
4. Integer Programming (problem formulation, solution methods, special IP models)
5. Elements of Decision Analysis
6. Introduction to Multi-Criteria Analysis

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<p><b>TEACHING METHOD</b> Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</p>	Lectures and laboratory work face to face.	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</p>	<p>Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching. The lectures content of the course for each chapter are uploaded on the e-class platform, in the form of a series of pdf files, from where the students can freely download them using a password which is provided to them at the beginning of the course.</p> <p>Use of specialized Linear and Integer Programming optimization software</p>	
<p><b>TEACHING ORGANIZATION</b> Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη &amp; ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</p>	<p><b>Δραστηριότητα</b></p>	<p><b>Φόρτος Εργασίας Εξαμήνου</b></p>
	Lectures (3 contact hours per week x 13 weeks)	36
	Laboratories (1 contact hour per week x 13 weeks) - solving of representative problems	16
	Group project – formulation, solution and reporting on a realistic problem	23
	Hours for private study of the student and preparation of home-works	50

<p>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</p>	<p><b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b></p>	<p><b>125 hours (total student work-load)</b></p>
<p><b>STUDENT ASSESSEMENT</b> Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	<p>I. Final written exam (70%) which includes:</p> <ul style="list-style-type: none"> <li>- Theoretical questions</li> <li>- Practical exercises</li> </ul> <p>II. Presentation of group projects (30%)</p> <ul style="list-style-type: none"> <li>- Students are given a realistic problem situation and are expected to analyze it and prepare an executive report indicating the appropriate courses of action</li> </ul> <p>The group project is compulsory.</p>	

#### 4. RECOMMENDED LITERATURE

1. Oikonomou G. and Georgiou A., «Quantitative Analysis for Managerial Decision Making», in Greek language only, Benos Publications, 2006
2. Ipsilantis P., «Operational Research: Modern Business Applications», in Greek language only, Propombos Publications, 2015
3. D.R. Anderson, D. Sweeney, T. Williams and K. Martin, «Management Science: Quantitative Methods for Decision Making», translated into Greek, Kritiki Publications, 2014
4. Siskos I., «Linear Programming», in Greek language only, New Technologies Publications, 1998
5. Vasileiou P. And Tsantas N., «Introduction to Operational Research», in Greek language only, Ziti Publications, 2000,
6. Eiselt H.A. and Sandblom C, “Operations Research: a Model Based Approach”, Springer 2012
7. Winston W. and Venkataramanan M., Cengage Learning, “Introduction to Mathematical Programming”, 2002
8. Hillier, F. και Lieberman , G. “Introduction to Operations Research”, (6th edition), McGraw-Hill International Editions, 2009
9. Taha H.A. “Operations Research: An Introduction”, (5th edition), Macmillan, 1992
10. Williams H.P. “Model Building in Mathematical Programming”, John Wiley and Sons, 1993
11. Winston, W. “Operations Research, Applications and Algorithms”, (3d edition), Duxbury Press, 1995.
12. Winston, W and Albright A. “Management Science”, (3d edition), Duxbury Press, 1995.

# Marketing

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_K104	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
			x							
<b>COURSE TITLE</b>	Marketing									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: It is recommended that students have at least a basic knowledge of marketing principles.									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA410/">https://eclass.upatras.gr/courses/BMA410/</a>									

### 1. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>● <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>● <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>● <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The purpose of this course is to lead MBA students to a thorough understanding of the current concepts of the global strategic marketing practices, searching also of ways that these may be implemented by the Greek companies. The course is not focused on the narrow scope of the marketing disciplinary per se, but aims to drive students to combine knowledge from neighboring academic fields, such as management, microeconomics, accounting and IT technology. This is achievable, since our MBA students that possess diverse undergraduate academic backgrounds have to share their knowledge, experience and skills, as they work in teams. The course involves academic lectures and presentations of</p>
---

current empirical research in the classroom, as well as student assignments on selected case studies and specific projects.

At the end of this course the student should be able to understand:

1. The contemporary marketing strategy concepts in the global environment.
2. The importance of value creation for the global target markets
3. The role of environment and the position of a company on a positioning map
4. The competition analysis and the competitive advantage pursuit
5. The market segmentation, targeting and positioning
6. The marketing plan process
7. The product, pricing, marketing channels and promotion strategies
8. The matching of the appropriate strategy according to the business structure and global market attractiveness.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	
Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	

Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others: At the end of the course the student will be able:

- To analyze the global business environment
- To identify the role of marketing plan in the business plan.
- To identify the value and mission of a business in a contemporary context of business ethics.
- To formulate the SWOT analysis and the gap analysis
- To identify the positioning of a company in the positioning map
- To apply contemporary marketing strategies of cooperation and long term relationships
- To apply segmentation, targeting and positioning strategies
- To make competition analysis and identify the company's competitive advantage
- To develop a complete marketing plan
- To evaluate a marketing plan
- To form appropriate strategies for ascending/descending markets
- To form appropriate strategies for leaders, challengers and laggards
- To form appropriate competitive global marketing strategies.

## 2. COURSE CONTENT

1. Evaluation of the marketing concept - the role of value as a strategic intent. Market-driven strategy.
2. Marketing ethics in modern organizations. Values, rules and business codes of ethics.
3. Market vision. The role of marketing strategy on business strategy. Developing a strategic vision about the future.
4. Environmental analysis.
5. Market analysis. Market size estimation.
6. Competition analysis. Power distribution in the market. Competitive advantage.
7. Segmenting markets.
8. Market and Product Positioning strategies.
9. Strategies for emerging markets. Strategies for mature and declining markets. Strategies for leaders, challengers, followers and niche markets.
10. Relationship strategies. Managing value-chain relationships.
11. Product planning as a customer-driven process. Variations in the Generic new product planning process.
12. Strategic brand management. The role of brands. Category management. Global brands, private labels, Internet brands.
13. Pricing, promotion and sales force, internet and direct marketing strategies.
14. Designing market-driven organizations. Strategy and organization. The challenge of integration. Partnering with other organizations. The impact of the Internet on organizational design. New forms of marketing organizations. Organizing global marketing strategies.
15. Marketing strategy implementation and control. Marketing metrics. Evaluation. Opportunities and performance gaps. Determining normal and abnormal variability. Deciding corrective actions.

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x
	Distance learning (asynchronous)	
	Distance learning (synchronous)	
	Others:	speeches from invited academics and knowledgeable marketing managers

<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x	
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		63
	Seminars		
	Exercises		
	Project		23
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written work, essay/report	x	30%
	Problem solving		
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		

	Final exam with developing questions	x	50%
	Public presentation	x	20%
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

#### 4. RECOMMENDED LITERATURE

*Strategic Marketing, Cravens and Piercy, ISBN-13: 978-0078028908.*  
 ΣΤΡΑΤΗΓΙΚΟ ΜΑΡΚΕΤΙΝΓΚ, ΣΙΩΜΚΟΣ Γ., ΕΚΔΟΤΙΚΟΣ ΟΡΓΑΝΙΣΜΟΣ ΛΙΒΑΝΗ ΑΒΕ, 2015  
 Διαλέξεις και διαφάνειες στα Ελληνικά.

# Management Information Systems

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_K201	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
			X							
<b>COURSE TITLE</b>	Management Information Systems									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits	<b>TEACHING HOURS PER WEEK</b>		<b>ECTS CREDITS</b>							
Lectures	3		5							
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Basic knowledge									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: It is recommended that students have at least a basic knowledge of Databases and Office Automation.									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA582/">https://eclass.upatras.gr/courses/BMA582/</a>									

### 5. LEARNING OUTCOMES

<p><b>Leraning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>This course presents the various models of Management Information Systems. It presents both development/exploitation issues and application of specific models: Decision Support Systems and Enterprise Resource Planning Systems.</p> <p>At the end of this course the student should be able to:</p>
---

1. apply the SSADM and RUP design and analysis methodologies,
2. apply the Data Mining techniques,
3. apply the Balanced Scorecard methodology,
4. use ExpertSystems,
5. use Enterprise Resource Planning Systems

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	x
Adapting to new situations	
Decision-making	x
Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	x
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others:

**6. COURSE CONTENT**

Fundamentals of MIS  
 MIS types  
 design and analysis methodologies

Data Flow Diagrams  
 Entity Life History Diagrams  
 The SSADM methodology  
 CASE tools,  
 reporting and data visualization,  
 types of Decision Support Systems,  
 data mining techniques (clustering/classification-market basket analysis, etc),  
 Expert Systems,  
 Balanced Scorecard,  
 ERP systems,  
 CRM systems.

## 7. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides		
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		26
	Tutorials		
	Laboratory practice		13
	Essay writing		
	Seminars		
	Exercises		13
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		73
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSEMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public</i>	Written work, essay/report		
	Problem solving		

<p><i>presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions	x	
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

## 8. RECOMMENDED LITERATURE

1. "Θέματα Επιχειρηματικής Νοημοσύνης - Θεωρητική Θεμελίωση και Εφαρμογές", Βουτσινάς Βασίλειος, εκδόσεις Κωσταράκη Π. Ευρυδίκη, 2003, Αθήνα.
2. D. Avison, G. Fitzgerald, (Επιμέλεια: Ν.Σ. Βώρος, Γ.Ν. Μπεληγιάννης, Γ.Α. Τσιρογιάννης), «Ανάπτυξη Προηγμένων Πληροφοριακών Συστημάτων: Μεθοδολογίες & Εργαλεία», Εκδόσεις Νέων Τεχνολογιών, 2006.
3. Ν. Ματσατσίνης, «Συστήματα Υποστήριξης Αποφάσεων», Εκδόσεις Νέων Τεχνολογιών, 2010.

# Research Methods and Data Analysis

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_K203	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
			x							
<b>COURSE TITLE</b>	Research Methods and Data Analysis									
<b>INDEPENDENT TEACHING ACTIVITIES</b>	if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b>	Field of science <i>general background, special background, specialised general knowledge, skills development</i>									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses:									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA414/">https://eclass.upatras.gr/courses/BMA414/</a>									

### 9. LEARNING OUTCOMES

<p><b>Leraning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The aim of the course is to introduce the necessary mathematical tools to the postgraduate students of the Department regarding data analysis and research methodology.</p> <p>At the end of this course the student will be able to:</p> <ul style="list-style-type: none"> <li>• design surveys,</li> </ul>
--

- perform multidimensional statistical analysis,
- use item response theory,
- perform structural equation models.

**General Abilities**

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology	x
Adapting to new situations	x
Decision-making	
Working independently	x
Team work	x
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	x
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others:

**10. COURSE CONTENT**

1. Confidence intervals and hypothesis testing
2. Analysis of Variance
3. Linear Regression
4. Multiple and nonlinear regression
5. Statistical Modeling
6. Item Response Theory
7. Principal Components Analysis

8. Factor Analysis  
9. Structural Equation Modeling

### 11. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides		
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		
	Seminars		
	Exercises		26
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		60
	Others:		
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSEMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written work, essay/report		
	Problem solving	x	50% Δίνονται πραγματικά δεδομένα από πρόσφατη πανελλαδική έρευνα και ζητούνται η ανάλυση τους για την ερμηνεία κάποιας από τις μεταβλητές. Όλοι οι στόχοι κάθε διάλεξης αποτελούν ξεχωριστό υποερώτημα της άσκησης
	Multiple choice questionnaires		

	Final exam with Multiple choice questionnaires	x	50%
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions		
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

## 12. RECOMMENDED LITERATURE

Βιβλίο [59394390]: Στατιστική Σκέψη στον Κόσμο των Επιχειρήσεων, Aczel Amir  
 Βιβλίο [32997808]: Στατιστική Ανάλυση με το R, Crawley M.J.

# Strategic Management

## COURSE OUTLINE

<b>SCHOOL</b>	BUSINESS ADMINISTRATION		
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF COURSE</b>	POSTGRADUATE		
<b>COURSE CODE</b>	MBA_K202	<b>SEMESTER OF STUDIES</b>	2 <sup>ND</sup>
<b>COURSE TITLE</b>	STRATEGIC MANAGEMENT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Lectures, seminars, case studies	3	5	
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
<b>COURSE TYPE</b> <i>Υποβάθρου, Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	Field of Science, Skills & Knowledge Development		
<b>PREREQUISITE COURSES:</b>			
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA506/">https://eclass.upatras.gr/courses/BMA506/</a>		

### 1. LEARNING OUTCOMES

<p><b>Learning outcomes</b> Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.</p> <p>Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)</p> <ul style="list-style-type: none"> <li>• Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης</li> <li>• Περιγραφικοί Δείκτες Επιπέδων 6, 7 &amp; 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β</li> <li>• Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων</li> </ul>
<p>This course builds a foundation of knowledge on the broad understanding of strategy and strategic management. Students are introduced to what strategy is, and how it develops in contemporary organizations. They are also introduced to the criteria of a successful strategy and how to assess if a chosen strategy fits to the environment/industry and offers to the organization sustainable advantage. Porter's generic strategies are presented and discussed in relevant case-studies along with the most common growth strategies.</p>

At the end of this course the student should be able to:

- Understand what strategy and strategic thinking is
- Become familiar with the factors that drive sustainable performance and the modes of strategic –making.
- Get familiar with the strategic analysis of the external and internal environment of an organization.
- Be able to identify and critique the generic strategies followed by different types of organizations.

#### **General Abilities**

*Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα:*

*Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών*

*Προσαρμογή σε νέες καταστάσεις*

*Λήψη αποφάσεων*

*Αυτόνομη εργασία*

*Ομαδική εργασία*

*Εργασία σε διεθνές περιβάλλον*

*Εργασία σε διεπιστημονικό περιβάλλον*

*Παράγωγή νέων ερευνητικών ιδεών*

*Σχεδιασμός και διαχείριση έργων*

*Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα*

*Σεβασμός στο φυσικό περιβάλλον*

*Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου*

*Άσκηση κριτικής και αυτοκριτικής*

*Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης*

At the end of the course the student will have further developed the following skills/competences:

- To define strategic issues and employ theory to critically analyze them.
- To identify corporate-level, business-level and functional strategies in organizations.
- To analyze the nature of competition in an industry and identify factors which contribute to its attractiveness.
- To apply theoretical frameworks to assess an organization's sustainable advantage.
- To analyze how an organization differentiates itself and its products
- To appraise the trade-offs for an organization on how far to integrate and diversify

Generally, by the end of this course the student will, furthermore, have develop the following general abilities (from the list above):

*Searching, analysis and synthesis of facts and information, as well as using the necessary technologies*

*Adaptation to new situations*

*Decision making*

*Autonomous (Independent) work*

*Promotion of free, creative and inductive thinking*

*Respect to natural environment*

*Respect to differentiation and multiculturalism*

*Work in international environment*

*Social and ethical responsibility in gender issues*

## 2. COURSE CONTENT

- The basic concepts related to strategy and strategic management, why strategy is important? How strategy happens?
- Strategic objectives, deferent levels of strategy, competitive and corporate strategies.
- Analyzing the environment and the nature of competition, the macro-environment.
- Assessing the industry competition, industry analysis- the five forces, strategic groups, the industry life-cycle.
- Assessing the sustainability of advantage, the value chain analysis the resource-based view, assets, capabilities and competences.
- Defining the organization's vision and mission statement, values & belief systems and strategic intent fitting its strategic situation.
- Porter's generic competitive strategies.
- Corporate growth and stability strategies.
- Corporate turnover and retrenchment strategies
- Strategy implementation and evaluation.

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i>	Lectures	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i>	Use of Information and Communication Technologies (ICTs) (e.g. powerpoint) in teaching and support through e-class platform Use of educational documentaries in class	
<b>TEACHING ORGANIZATION</b> <i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη &amp; ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό</i>	<b>Δραστηριότητα</b>	<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures	26
	Cases studies and seminars in class	13

<p>Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</p> <p>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</p>	Individual/Team assignment on corporate and competitive strategies	20
	Hours for private study of the student and preparation of assignments	66
	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125</b>
<p><b>STUDENT ASSESSEMENT</b></p> <p>Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	<ol style="list-style-type: none"> <li>1. Final Exam (80%)</li> <li>2. Individual/Team Assignment (20%)</li> </ol>	

#### 4. RECOMMENDED LITERATURE

1. Papadakis, V. (2023). Strategic Management. Athens, Benos (8<sup>th</sup> ed).
2. Whittington, R. et al. (2023). Strategic Management. Athens, Kritiki.
3. A. Thompson., A.J Strickland III., & J.E. Gamble (2010). Design and implementation of corporate strategy. Athens, Utopia.

#### Additional Readings (indicative)

4. Bowman, E., & Helfat C. (2001). Does Corporate Strategy Matter?. Strategic Management Journal, 22, 1-23.
5. Porter, M. (1987): "From competitive advantage to corporate strategy." *Harvard Business Review*, 65(3):43-59
6. Porter, M (1996). What is Strategy? *Harvard Business Review*. 74(3), November-December, 61-78.
7. Tsoukas, H. and E. Vladimirova (2001). 'What is organisational knowledge?', *Journal of Management Studies* 38(7), pp.974-993.
8. Wu, Q., He, Q., Duan, Y., & N. O'Regan (2012). Implementing Dynamic Capabilities for Corporate Strategic Change Toward Sustainability. *Strategic Change*, 21, 231-247.

# Accounting

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_K105	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	Accounting									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses:									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA599/">https://eclass.upatras.gr/courses/BMA599/</a>									

### 13. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The aim of the course is to develop knowledge and understanding of the underlying principles and concepts related to financial accounting. More specifically, students will acquire technical proficiency in the use of double entry accounting techniques under the national regulatory framework (Greek Accounting Standards) and the preparation and analysis of financial statements. Also, some basic cost accounting notions will be provided.</p> <p>At the end of the course the student will have further developed the following skills/competences:</p>

1. Demonstrate the use of double entry through recording transactions and events
2. Prepare and analyze financial statements

Moreover, at the end of this course the student should be able to:

1. record transactions and events
2. understand the principles and concepts of recognition and measurement of assets and liabilities
3. Prepare and interpret basic and simple consolidated financial statements respectively

### General Abilities

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

*Adapting to new situations*

*Decision-making*

*Working independently*

*Team work*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project planning and management*

*Respect for difference and multiculturalism*

*Respect for the natural environment*

*Showing social, professional and ethical responsibility and sensitivity to gender issues*

*Criticism and self-criticism*

*Production of free, creative and inductive thinking*

*.....*

*Others...*

*.....*

Search for, analysis and synthesis of data and information, with the use of the necessary technology	x
Adapting to new situations	x
Decision-making	x
Working independently	x
Team work	x
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others:

## 14. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. The existing accounting and tax operating framework.</li> <li>2. Reviewing basic concepts and principles relating to the use of double-entry accounting records</li> <li>3. Analysing financial accounts: Assets, Liabilities, Income, Expenses</li> <li>4. Initial recognition, measurement and valuation of Assets and Liabilities</li> <li>5. Accounting entries at the end of financial year (adjusting accounting entries)</li> <li>6. Preparing a trial balance with a detection of incomplete records</li> <li>7. The preparation of basic financial statements (Balance Sheet, Profit and Loss statement, disclosure notes)</li> <li>8. The analysis of financial statements with the use of accounting ratios</li> <li>9. Explanation of some basic cost accounting concepts.</li> </ol>
---

## 15. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x	
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		13
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		73
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public</i>	Written work, essay/report		
	Problem solving		

<p><i>presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires	x	
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions	x	Τα κριτήρια βαθμολόγησης είχ διαθέσιμα στους φοιτητές στο e-class.
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

## 16. RECOMMENDED LITERATURE

*Αγγελόπουλος Ε. Γεωργόπουλος Α. Ντόκας Ι. Προχωρημένη Λογιστική: Μία προσέγγιση βασισμένη στα ελληνικά και διεθνή λογιστικά πρότυπα. Εκδόσεις Ε. Μπένου Α' έκδοση 2018.*

*Χέβας Δ. Προχωρημένη Χρηματοοικονομική Λογιστική (2010), Εκδόσεις Μπένου Γ.*

*Γκίκας Δ. Χρηματοοικονομική Λογιστική - IFRS (2008). Εκδόσεις Μπένου Η.*

*Γεωργόπουλος Αντώνιος. Σύγχρονη Χρηματοοικονομική Λογιστική (Νέα ΕΛΠ-ΔΠΧΑ) 2016, Εκδόσεις Ε. Μπένου*

*Elliott B, and Elliott J. (2011). Financial Accounting and reporting, 14th edition, Prentice Hall, 2011.*

*Libby R, Libby P. Short D. Financial Accounting, 7TH edition, Mc Graw-Hill Irwin*

# Organizational Behavior

## COURSE OUTLINE

<b>SCHOOL</b>	ECONOMICS AND BUSINESS		
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF COURSE</b>	POSTGRADUATE		
<b>COURSE CODE</b>	MBA_ A201	<b>SEMESTER OF STUDIES</b>	THIRD
<b>COURSE TITLE</b>	ORGANIZATIONAL BEHAVIOR		
<b>INDEPENDENT TEACHING ACTIVITIES</b> σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Lectures and case studies	3	5	
<i>Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.</i>			
<b>COURSE TYPE</b> <i>Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων</i>	Field of Science		
<b>PREREQUISITE COURSES:</b>	There are no prerequisite courses. It is, however, recommended that MBA students have at least basic knowledge of Management.		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA602/">https://eclass.upatras.gr/courses/BMA602/</a>		

## 17. LEARNING OUTCOMES

<p><b>Lerning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>The aim of the course is to present content and contemporary issues in the field of Organizational Behavior. In particular, the objective is mainly to develop critical approach on Organizational Behavior theories and analysis of relevant case studies.</p>
---

At the end of this course the student should be able to:

1. Understand the concepts related to Organizational Behavior.
2. Think critically and interpret theories related to people and groups in organizational context.
3. Comprehend the utility of Organizational Behavior content for managerial practices and business adjustment to turbulent environment.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	
Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others: At the end of the course the student will have further developed the following skills/competences:  
 Analyzing theoretical concepts giving emphasis on their implementation in today's organization.  
 Propositions development for problem solving and handling weaknesses related to organization effectiveness and transformation.  
 Handling Conflicts for effective cooperation.

**18. COURSE CONTENT**

1. Organizational Culture
2. Emotional Intelligence
3. Transformational Leadership
4. Mentoring
5. Motivation
6. Teams
7. Communication
8. Organizational Change
9. Conflict Management

## 19. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x
	Distance learning (asynchronous)	
	Distance learning (synchronous)	
	Others:	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	
	E-class	x
	Virtual (simulated) laboratory training	
	Others	
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>	
	<b>Φόρτος Εργασίας Εξαμήνου</b>	
	Lectures	42
	Tutorials	
	Laboratory practice	
	Essay writing	
	Seminars	
	Exercises	26
	Project	
	Study and analysis of bibliography	
	Placements	
	Clinical practice	
	Art workshop	
	Interactive teaching	
	Educational visits	
Artistic creativity		
Private study	57	
Others:		
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>
<b>STUDENT ASSESSEMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public</i>	Others :	

presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

## 20. RECOMMENDED LITERATURE

*Bass B. and Bass R. (2008). The Bass Handbook of Leadership: Theory, Research, and Managerial Applications, Free Press.*

*Bateman T. and Snell S. (2013). Management: Leading & Collaborating in a Competitive World, McGraw-Hill/Irwin.*

*Mullins L. και Christy G. (2014). Μάνατζμεντ και Οργανωσιακή Συμπεριφορά, Εκδόσεις UTOPIA.*

*Rahim A. (2010). Managing Conflict in Organizations, Transactions Publishers.*

*Robbins S. and Judge T. (2012). Organizational Behavior, Prentice Hall.*

*Schermerhorn J., Osborn R., Uhi-Bien M. and Hunt J. (2012). Organizational Behavior, John Wiley & Sons Pte Ltd.*

*Senior B. και Dr Swailes S. (2016). Οργανωσιακή Αλλαγή. Εκδόσεις BROKEN HILL.*

*Πολυχρονίου Π. (2015). Διοίκηση Συγκρούσεων, Πάτρα: Πανεπιστήμιο Πατρών.*

# E Governance

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_A202	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	E Governance									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>		<b>ECTS CREDITS</b>					
Lectures			3		5					
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses:									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>										

### 21. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>This course discusses the use of new technologies in public administrations combined with organizational changes and new skills towards improving public services and strengthening democratic processes for the benefit of the citizen, in conjunction with the European, national, and international policies. Also, the course examines the details of implementation and operation of some of the most important eGovernment systems for supporting electronic voting (eVoting), electronic health (eHealth) and electronic justice (eJustice). Finally, the course discusses the main security and privacy issues that arise for citizens from the use of eGovernment systems.</p>
--

At the end of this course the student should be able to:

1. Understand the benefits of new technologies towards offering better public services to citizens,
2. List and discuss the required skills of the operators of these technologies,
3. Indicate the improvements in public services through the use of new technologies both at national and international level,
4. Discuss the advantages and disadvantages of the technologies supporting eVoting, eHealth, and eJustice.
5. To state the main security risks and privacy breaches from the use of e-government systems.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	
Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others: At the end of the course the student will have further developed the following skills/competences:  
 Understanding the advantages and disadvantages of e-government systems,  
 Understanding the main security risks and breaches of privacy through the use of eGovernment services,

Understanding the organizational changes which are necessary in the public sector in order to maximize the benefits of eGovernment services.

## 22. COURSE CONTENT

1. Basic concepts and purpose of the course,
2. Facets of the operation of the public sector that are targeted by eGovernment services
3. Benefits from the use of eGovernment services
4. Security risks and privacy breaches from the use of eGovernment services.

## 23. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x	
	E-class		
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		26
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
Private study		60	
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSEMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public</i>	Written work, essay/report	x	20%
	Problem solving		

<p><i>presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions	x	80%
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

#### 24. RECOMMENDED LITERATURE

1. Εισαγωγή στην ηλεκτρονική διακυβέρνηση, Πομπόρτσης Ανδρέας, Εκδόσεις ΤΖΙΟΛΑ, 1η έκδοση, 2006.
2. Ψηφιακή Ελλάδα: Ιστορική Διαδρομή, Σύγχρονο Ρυθμιστικό Πλαίσιο, Προτάσεις για το Μέλλον, Βαγγέλης Παπακωνσταντίνου, 1η έκδοση 2010, Εκδόσεις ΚΛΕΙΔΑΡΙΘΜΟΣ.
3. Άρθρα επισκόπησης για διάφορες περιοχές της Ηλεκτρονικής Διακυβέρνησης.

# Management of Social Enterprises

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_A210	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	MANAGEMENT OF SOCIAL ENTERPRISES									
<b>INDEPENDENT TEACHING ACTIVITIES</b>	if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>					
	Lectures			3	5					
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: It is recommended that students have at least a basic knowledge of management and marketing principles.									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses">https://eclass.upatras.gr/courses</a>									

### 1. LEARNING OUTCOMES

<p><b>Leraning outcomes</b></p> <p>The course learning outcomes, specific knowledge, skills, and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>The purpose of the course is to present the individual principles of social entrepreneurship along with the associated administrative issues and challenges. The course also delves into the parameter of hybridity of these enterprises, as well as the administrative approaches to effective management and leadership.</p> <p>The specific objectives of the course are:</p> <ul style="list-style-type: none"> <li>• To present the concept of social entrepreneurship and the development of this sector in Greece and internationally.</li> <li>• To provide a systematic study of the profile of social enterprises by analyzing the practices of social enterprises</li> </ul>
--

in the Greek and international context through numerous examples.

- To enhance understanding of the hybrid nature of these enterprises and their inseparable relationship with their functioning.
- To deepen knowledge in entrepreneurial planning and strategic thinking within social enterprises.
- To highlight the catalytic role of collective management and human resources in social enterprises and the interconnected impacts on decision-making processes.
- To present the different forms of financing of the social enterprises.

At the end of this course students will be able to:

- Understand the institutional framework and diversity of social enterprises.
- Recognize the importance of the administrative dimension and governance (including good governance) in the operation of social enterprises.
- Design the business model of a social enterprise using relevant tools and multiple sources of financing, while ensuring the production of social impact.
- Develop a marketing plan aimed at enhancing the demand for the products or services offered by a social enterprise.
- Manage human resources issues, including the effective functioning of the Board of Directors and volunteers.

At the end of this course students will have developed the following skills:

- Implementing theoretical knowledge and management and marketing tools in the operation of a social enterprise.
- Designing new social enterprises with innovative interventions with regards to social problems.
- Planning and implementing programs for attracting and managing paid staff and volunteers.
- Utilizing marketing and strategic management knowledge in social enterprises.
- Managing governance issues in social enterprises.

Evaluating and communicating the social impact of a social enterprise.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	X
Adapting to new situations	X
Decision-making	X
Working independently	X

Team work	X
Working in an international environment	X
Working in an interdisciplinary environment	X
Production of new research ideas	X
Project planning and management	
Respect for difference and multiculturalism	X
Respect for the natural environment	X
Showing social, professional and ethical responsibility and sensitivity to gender issues	X
Criticism and self-criticism	X
Production of free, creative and inductive thinking	X

## 2. COURSE CONTENT

- The concept of social entrepreneurship and enterprise
- Typologies of social enterprises & entrepreneurs
- The profiles and values of the social entrepreneur
- The design of the business model of the social enterprise
- The marketing planning for social enterprises
- The governance of social enterprises and its dimensions
- The composition and functioning of the Board of Directors
- The management of human resources in social enterprises
- Scaling up strategies for social enterprises.
- Sources of funding for social enterprises
- The development and reporting of the social impact of the social enterprise.

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x	
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		26
	Tutorials		
	Laboratory practice		
	Essay writing		36
	Seminars		
	Exercises		13
	Project		40
	Study and analysis of bibliography		10
	Placements		
Clinical practice			

<p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Art workshop			
	Interactive teaching			
	Educational visits			
	Artistic creativity			
	Private study			49
	Others:			
	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>			<b>125 hours (total student work-load)</b>
<p><b>STUDENT ASSESMENT</b></p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	Final exam with open questions		x	20%
	Problem solving			
	Multiple choice questionnaires			
	Written work, essay/report			
	Oral examination			
	Report/project		x	50%
	Mid-term exam (concluding)			
	Final exam with developing questions			
	Public presentation		x	30%
	Mid-term exam (formative)			
	Laboratory work			
	Art interpretation			

#### 4. RECOMMENDED LITERATURE

- Κυριακίδου Ο., & Σαλαβού Ε. (2014). Κοινωνική Επιχειρηματικότητα, Εκδόσεις Rosili.
- Worth, M. J., (2012). Non profit Management. Sage publications (2nd edition).
- Σταθόπουλος, Π. (2012). Οργάνωση και διοίκηση κοινωνικών υπηρεσιών, Εκδόσεις Παπαζήση.
- Κριεμάδης, Α. & Μ. Χρηστάκης. Αρχές και πρότυπα μάνατζμεντ για τη δημόσια διοίκηση και τους μη κερδοσκοπικούς οργανισμούς, Εκδόσεις Παπαζήση.
- Loukopoulos, A., Papadimitriou, D. and Glaveli, N. (2023), "Unleashing the Power of Organizational Social Capital: Exploring the Mediating Role of Social Entrepreneurship Orientation in Social Enterprises' Performances", International Journal of Entrepreneurial Behavior & Research, <https://doi.org/10.1108/IJEBR-04-2023-0423>
- Sotiropoulou, A., Papadimitriou D., & Ch. Tsordia (2022). The role of affective commitment and work engagement to the performance of Greek Social Entrepreneurs and the moderating effect of personal values. Journal of Social Entrepreneurship, DOI: 10.1080/19420676.2022.2121746
- Loukopoulos, A., & Papadimitriou, D. (2022). Organizational growth strategies for Greek social enterprises' social impact during the COVID-19 pandemic. Social Enterprise Journal. 10.1108/SEJ-10-2021-0084
- Sotiropoulou, A., Papadimitriou D., & Maroudas, L., (2021). Personal values and typologies of social entrepreneurs. The case of Greece. Journal of Social Entrepreneurship. 12(1), 1-17 doi.org/10.1080/19420676.2019.1668827

# Human Resource Management

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_A208	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	INTERNATIONAL HUMAN RESOURCE MANAGEMENT									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: INTRODUCTION TO MANAGEMENT									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA/">https://eclass.upatras.gr/courses/BMA/</a>									

### 1. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The aim of the course is to explore the implications that the process of internationalization has for the activities and policies of Human Resource Management (HRM). In particular, we are interested in how HRM is practiced in multinationals. Human interactions under differing legal systems and sets of cultural values are analyzed.</p> <p>At the end of this course the student should be able to:</p>
--

1. Understand and interpret critically the effects of cultural values on administrative functions and practices of international human resource management.
2. Acquire knowledge and a general understanding of the main approaches to managing human resources in an international business environment.
3. Gain the knowledge and skills required for an effective global manager.
4. Critically face issues of international recruitment and selection, expatriate training, international compensation, repatriation, and labor relations.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	x
Working independently	x
Team work	x
Working in an international environment	x
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	x
Respect for the natural environment	x
Showing social, professional and ethical responsibility and sensitivity to gender issues	x
Criticism and self-criticism	
Production of free, creative and inductive thinking	x

Others: At the end of the course the student will have further developed the following skills/competences:  
 To explore the development and changing role of the human resource management function in the light of EU policies, technical change and wider international influences.  
 Explain why the selection, preparation and repatriation form an integral part of the international assignment process  
 Ability to apply skills relating to international human resource management practices.

## 2. COURSE CONTENT

<ol style="list-style-type: none"> <li>1. Culture and Cross-Cultural Management</li> <li>2. The Context of International HRM</li> <li>3. International HRM Approaches</li> <li>4. International Recruitment and Selection</li> <li>5. Expatriate Training</li> <li>6. The International Assignment Process</li> <li>7. International Compensation Programs</li> <li>8. The Repatriation Process</li> <li>9. Labor Unions and International Labor Relations</li> </ol>
---

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<p><b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Slides		
	E-class	x	
	Virtual (simulated) laboratory training		
	Others	Use of educational documentaries in class	
<p><b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		40
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		46
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<p><b>STUDENT ASSESMENT</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work,</i></p>	Written work, essay/report		
	Problem solving		

<p><i>essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions	x	40%
	Public presentation	x	60%
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

#### 4. RECOMMENDED LITERATURE

1. Griffin & Pustay, *Multinational companies and Entrepreneurship*, Athens: Tziola, 2011.
2. Ball et al, *International Entrepreneurship*, Athens: Epikendro, 2014
3. Dowling P, Welch D., Schuler R. (1998), *International Human Resource Management: Managing People in a Multinational Context*, Third Edition, South-Western Educational Publishing.
4. Harzig, A.W. and Van Ruysseveldt, J. (2007), *International Human Resource Management*, 2nd edition, London: Sage.
5. Hoecklin, L. (1995), *Managing Cultural Differences. Strategies for Competitive advantage*, Singapore: Addison-Wesley.

# Change Management

## COURSE OUTLINE

<b>SCHOOL</b>	School of Economics and Business		
<b>DEPARTMENT</b>	Business Administration		
<b>LEVEL OF COURSE</b>	Postgraduate		
<b>COURSE CODE</b>	MBA_ A209	<b>SEMESTER OF STUDIES</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	Change Management (MBA_A209)		
<b>INDEPENDENT TEACHING ACTIVITIES</b> σε περίπτωση που οι πιστωτικές μονάδες απονέμονται σε διακριτά μέρη του μαθήματος π.χ. Διαλέξεις, Εργαστηριακές Ασκήσεις κ.λπ. Αν οι πιστωτικές μονάδες απονέμονται ενιαία για το σύνολο του μαθήματος αναγράψτε τις εβδομαδιαίες ώρες διδασκαλίας και το σύνολο των πιστωτικών μονάδων	<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>	
Lectures	3	5	
Προσθέστε σειρές αν χρειαστεί. Η οργάνωση διδασκαλίας και οι διδακτικές μέθοδοι που χρησιμοποιούνται περιγράφονται αναλυτικά στο 4.			
<b>COURSE TYPE</b> Υποβάθρου , Γενικών Γνώσεων, Επιστημονικής Περιοχής, Ανάπτυξης Δεξιοτήτων	Field of science		
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: It is recommended that MBA students have at least basic knowledge of Management.		
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBPAGE (URL)</b>			

### 1. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p>Περιγράφονται τα μαθησιακά αποτελέσματα του μαθήματος οι συγκεκριμένες γνώσεις, δεξιότητες και ικανότητες καταλλήλου επιπέδου που θα αποκτήσουν οι φοιτητές μετά την επιτυχή ολοκλήρωση του μαθήματος.</p> <p>Συμβουλευτείτε το Παράρτημα Α (ξεχωριστό αρχείο στο e-mail)</p> <ul style="list-style-type: none"> <li>• Περιγραφή του Επιπέδου των Μαθησιακών Αποτελεσμάτων για κάθε ένα κύκλο σπουδών σύμφωνα με Πλαίσιο Προσόντων του Ευρωπαϊκού Χώρου Ανώτατης Εκπαίδευσης</li> <li>• Περιγραφικοί Δείκτες Επιπέδων 6, 7 &amp; 8 του Ευρωπαϊκού Πλαισίου Προσόντων Διά Βίου Μάθησης και Παράρτημα Β</li> <li>• Περιληπτικός Οδηγός συγγραφής Μαθησιακών Αποτελεσμάτων</li> </ul> <p>The main objectives of the course are to: present a picture of the constant change in the business and social environment, discuss the impact of this change on individuals and organizations, analyze ways in which organizations and individuals can deal more effectively with the change process.</p> <p>After completion of the course students are expected to be able to:</p>
--

1. Outline main changes that have taken place through the years in the natural, social and economic environment.
2. Discuss the impact of this change on individuals and organizations.
3. Differentiate between different types of change.
4. List reasons of resistance to change and discuss ways to overcome it.
5. Use appropriate skills to communicate change.
6. Implement change effectively.
7. Analyze the role of leadership in implementing change.

### General Abilities

Λαμβάνοντας υπόψη τις γενικές ικανότητες που πρέπει να έχει αποκτήσει ο πτυχιούχος (όπως αυτές αναγράφονται στο Παράρτημα Διπλώματος και παρατίθενται ακολούθως) σε ποια / ποιες από αυτές αποσκοπεί το μάθημα;

Αναζήτηση, ανάλυση και σύνθεση δεδομένων και πληροφοριών, με τη χρήση και των απαραίτητων τεχνολογιών

Προσαρμογή σε νέες καταστάσεις

Λήψη αποφάσεων

Αυτόνομη εργασία

Ομαδική εργασία

Εργασία σε διεθνές περιβάλλον

Εργασία σε διεπιστημονικό περιβάλλον

Παράγωγή νέων ερευνητικών ιδεών

Σχεδιασμός και διαχείριση έργων

Σεβασμός στη διαφορετικότητα και στην πολυπολιτισμικότητα

Σεβασμός στο φυσικό περιβάλλον

Επίδειξη κοινωνικής, επαγγελματικής και ηθικής υπευθυνότητας και ευαισθησίας σε θέματα φύλου

Άσκηση κριτικής και αυτοκριτικής

Προαγωγή της ελεύθερης, δημιουργικής και επαγωγικής σκέψης

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Production of new research ideas</i>	

## 2. COURSE CONTENT

1. Introduction to Change
2. Why Organizations Change
3. The External and Internal Environment
4. Theoretical Models & Tools for Change Management
5. Agents of Change
6. Positive & Negative Effects of Change Management
7. Different Kinds of Change, Change Diagnosis and Resistance to Change.
8. Effective Change Management & Effective Leadership for change
9. Strategies and Skills for Communicating Change
10. Culture and Cultural Change

### 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Πρόσωπο με πρόσωπο, Εξ αποστάσεως εκπαίδευση κ.λπ.</i>	Face to face	x
	Distance learning (asynchronous)	
	Distance learning (synchronous)	
	Other:	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Χρήση Τ.Π.Ε. στη Διδασκαλία, στην Εργαστηριακή Εκπαίδευση, στην Επικοινωνία με τους φοιτητές</i>	Slides	x
	E-class	x
	Virtual (simulated) laboratory training	
	Other:	
<b>TEACHING ORGANIZATION</b> <i>Περιγράφονται αναλυτικά ο τρόπος και μέθοδοι διδασκαλίας. Διαλέξεις, Σεμινάρια, Εργαστηριακή Άσκηση, Άσκηση Πεδίου, Μελέτη &amp; ανάλυση βιβλιογραφίας, Φροντιστήριο, Πρακτική (Τοποθέτηση), Κλινική Άσκηση, Καλλιτεχνικό Εργαστήριο, Διαδραστική διδασκαλία, Εκπαιδευτικές επισκέψεις, Εκπόνηση μελέτης (project), Συγγραφή εργασίας / εργασιών, Καλλιτεχνική δημιουργία, κ.λπ.</i>  <i>Αναγράφονται οι ώρες μελέτης του φοιτητή για κάθε μαθησιακή δραστηριότητα καθώς και οι</i>	<b>Δραστηριότητα</b>	
	Lectures	<b>Φόρτος Εργασίας Εξαμήνου</b> 42
	Tutorials	
	Laboratory practice	

<p>ώρες μη καθοδηγούμενης μελέτης ώστε ο συνολικός φόρτος εργασίας σε επίπεδο εξαμήνου να αντιστοιχεί στα standards του ECTS</p>	Essay writing		30
	Seminars		
	Exercises		26
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		27
	Others:		
	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours</b>
<p><b>STUDENT ASSESSEMENT</b>            Περιγραφή της διαδικασίας αξιολόγησης</p> <p>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</p> <p>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</p>	Final exam with developing questions		
	Oral examination		
	Public presentation	x	40%
	Problem solving		
	Mid-term exam (concluding)		
	Laboratory work		
	Clinical Examination of patient		

	Mid-term exam (formative)		
	Art interpretation		
	Multiple choice questionnaires		
	Written work, essay/report	x	60%
	Others :		

<p><b>STUDENT ASSESSEMNT</b>  <i>Περιγραφή της διαδικασίας αξιολόγησης</i></p> <p><i>Γλώσσα Αξιολόγησης, Μέθοδοι αξιολόγησης, Διαμορφωτική ή Συμπερασματική, Δοκιμασία Πολλαπλής Επιλογής, Ερωτήσεις Σύντομης Απάντησης, Ερωτήσεις Ανάπτυξης Δοκιμίων, Επίλυση Προβλημάτων, Γραπτή Εργασία, Έκθεση / Αναφορά, Προφορική Εξέταση, Δημόσια Παρουσίαση, Εργαστηριακή Εργασία, Κλινική Εξέταση Ασθενούς, Καλλιτεχνική Ερμηνεία, Άλλη / Άλλες</i></p> <p><i>Αναφέρονται ρητά προσδιορισμένα κριτήρια αξιολόγησης και εάν και που είναι προσβάσιμα από τους φοιτητές;</i></p>	Final exam with developing questions		
	Oral examination		
	Public presentation	x	40%
	Problem solving		
	Mid-term exam (concluding)		
	Laboratory work		
	Clinical Examination of patient		
	Mid-term exam (formative)		

	Art interpretation		
	Multiple choice questionnaires		
	Written work, essay/report	x	60%
	Others :		

#### 4. RECOMMENDED LITERATURE

Γεωργόπουλος, Α., Μαρούδας, Λ. και Πολυχρονίου, Π. (2019), *Σύγχρονο Μάνατζμεντ*, Εκδόσεις ΜΠΕΝΟΥ, Αθήνα.  
 Βακόλα, Μ. & Κατσαρός, Κλ. (2020), *Διοικώντας τις Αλλαγές στις Επιχειρήσεις*, Εκδόσεις Μπένου.  
 Burnes, B. (2017). *Managing Change*, Prentice Hall (7<sup>th</sup> Edition).  
 Fritzenschaft, T. (2014). *Critical Success Factors of Change Management*, Springer.  
 Senior, B. & Swailes, S. (2016). *Οργανωσιακή Αλλαγή*, Broken Hill.

Scientific Journals:

Journal of Applied Psychology  
 Academy of Management Journal  
 Personnel Psychology  
 Human Resource Management  
 Human Resource Management Journal  
 International Journal of Human Resource Management  
 European Journal of Work and Organizational Psychology  
 Journal of Management Studies  
 British Journal of Management  
 Industrial and Corporate Change

# Consumer Behavior

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_B201	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	Consumer Behavior									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: It is recommended that students have at least a basic knowledge of marketing principles.									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA554/">https://eclass.upatras.gr/courses/BMA554/</a>									

### 25. LEARNING OUTCOMES

<p><b>Leraning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>In this postgraduate course, it is considered that consumers choose, buy, and use products and services, what affects their behavior, and applications in developing marketing strategies. The focus of the course is on the strategic implications of the MCA, the psychological and social influences that the consumer receives during the decision making process. The course provides students with the theoretical knowledge of consumer behavior that they associate with</p>
---

practical applications in marketing strategy. The role of new communication media, i.e., the Social Media and the Internet are also considered.

At the end of the course the postgraduate student should be able to understand:

1. The decision-making process and the consumer information processing
2. Consumer perceptions
3. The brand loyalty – types
4. Consumer involvement with the product
5. Measurement and influence of consumers’ attitudes
6. Demographics and psychographics of the consumer
7. Consumer behavior research
8. Social and interpersonal influences
9. The influence of occasion
10. Consumer purchasing behavior
11. The role of the Internet and social media in consumer influence and behavior
12. Market segmentation applications
13. Product positioning and communication strategy that appeal to consumers
14. After-purchase consumer behavior (customer satisfaction-product advocacy)

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	
Working independently	

Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others: At the end of the course the postgraduate student will be able to identify:

The decision-making process and the processing of information by the consumer

Consumer perceptions

The brand loyalty

Consumer involvement with the product

Measurement and alterations of attitudes

Demographics and psychographics of the consumer

Consumer behavior research

Social and interpersonal influences

The effects of occasion

Purchasing consumer behavior

The applications of consumer behavior through Social Networks and the Internet

Market segmentation applications

Successful Internet and Social Networks strategies that may influence of Consumer Behavior

Product positioning and communication strategy that appeal to consumers

After-purchase consumer behavior (customer satisfaction-product advocacy)

## 26. COURSE CONTENT

1. Basic concepts of consumer behavior
2. Linking consumer behavior and marketing
3. The Relationship of Consumer Behavior with other sciences
4. Basic model of consumer behavior
5. Needs, motives and Motivation
6. Concept, learning models and consumer attitudes - Strategies for affecting consumer attitudes
7. Cultural, social, demographic and consumer behavior - reference groups - opinion leaders
8. Family life cycle
9. Consumer Family Decisions
10. Personality, values, and lifestyle
11. Purchase decision process
12. Types of purchasing decisions
13. Types of purchasing behavior
14. Consumer market segmentation
15. Role of the Internet and Social Networks in the influence of Consumer Behavior
16. Consumer behavior after purchase (customer satisfaction-product advocacy)
17. Consumer safety and protection

## 27. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x	
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		60
	Seminars		
	Exercises		
	Project		26
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSEMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written work, essay/report	x	50%
	Problem solving	x	20%
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		

	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions	x	30%
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
	Others :		

## 28. RECOMMENDED LITERATURE

*Nessim Hanna, Richard Wozniak, Consumer behavior, An Applied Approach, 2017, An Applied Approach*  
*Σιώμκος Γεώργιος, Συμπεριφορά Καταναλωτή, Εκδόσεις Λιβάνη, 2016*  
*Γεώργιος Μπάλας και Πολίνα Παπασταθοπούλου, Συμπεριφορά Καταναλωτή, Rossili, 2013.*  
*Σημειώσεις και διαφάνειες στα Ελληνικά.*

# Market Research

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_B202	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	Market Research									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>		<b>ECTS CREDITS</b>					
Lectures			3		5					
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: It is recommended that students have at least a basic knowledge of marketing principles									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA615/">https://eclass.upatras.gr/courses/BMA615/</a>									

### 1. LEARNING OUTCOMES

<p><b>Leraning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>The primary aim of this course is to analyze the fundamental methods of market research, with emphasis on the problems that marketing managers are required to tackle. With use of case studies and practical problems, by the end of the course the postgraduate student is expected to:</p> <ol style="list-style-type: none"> <li>1. Understand the basic concepts and process of market/marketing research</li> <li>2. Distinguish between primary and secondary data, as well as evaluate their different uses</li> </ol>
---

3. Understand the basic methods of quantitative and qualitative market research, as well as the circumstances in which they are applied
4. Comprehend the predominant primary and secondary data collection methods, in relation to the nature of the research
5. Understand the nature, process and limitations of statistical and non-statistical sampling methods
6. Understand the different uses of univariate, bivariate and multivariate statistical analyses, and select the appropriate method depending on the administrative / research problem and the nature of the data (application of the SPSS statistical software)
7. Interpret research findings and transform them into practical implications for the marketing function

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology	X
Adapting to new situations	X
Decision-making	X
Working independently	X
Team work	X
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	X
Project planning and management	X
Respect for difference and multiculturalism	X
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	X
Criticism and self-criticism	X
Production of free, creative and inductive thinking	X

Others: Use of the SPSS statistical software

**2. COURSE CONTENT**

1. Basic concepts and the process of market / marketing research
2. Primary and secondary data
3. Quantitative and qualitative market research methods

4. Primary and secondary data collection methods
5. Statistical and non-statistical sampling
6. Univariate, bivariable and multivariate statistical data analysis (with use of the SPSS statistical software)
7. Interpretation of research findings and their transformation into practical implications for the marketing function

### 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<p><b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Slides	x	
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		Internet browsing
<p><b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>		<b>Semester Work-load</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		60
	Seminars		
	Exercises		
	Project		26
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>			<b>125 hours (total student work-load)</b>
<p><b>STUDENT ASSESSMENT</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p>	Written work, essay/report	x	50% of final mark
	Problem solving		
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions	x	30% of final mark
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others: Case Study (20% of final mark)			

#### **4. RECOMMENDED LITERATURE**

*Σιώμκος Ι. Γεώργιος, Μαύρος Α. Δημήτριος (2018) Έρευνα και Μετρικές Μάρκετινγκ. Εκδόσεις BROKEN HILL.  
 Σταθακόπουλος Βλάσης (2017) Μέθοδοι Έρευνας Αγοράς. Εκδόσεις UNIBOOKS IKE.*

# New Product Development

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_B203	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	New Product Development									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: It is recommended that students have at least a basic knowledge of marketing principles.									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA542/">https://eclass.upatras.gr/courses/BMA542/</a>									

### 1. LEARNING OUTCOMES

<p><b>Lerning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>This postgraduate course examines the concept of innovation, that refers to the conversion of an idea into a marketable product or service, a functional production or distribution process - new or improved - or even a new method of social service provision (OECD definition - "Frascati manual"). Innovation is a necessary pillar of gaining a competitive advantage for companies and organizations to ensure sustainability and sustainable growth. Specifically, it concerns growth and development and extends over a wide range, from the radical innovation of goods, services, business</p>
---

processes and operations, to the marginal, small-scale evolution of the existing state of the above-mentioned objects of innovation (incremental innovation) .

Thus, the term innovation refers either to the process or to the outcome of the process (when it concerns a new or improved good, service, or equipment that is successfully diffused on the market). The development of new products (goods and services) is a process that crosses horizontally various functions within the enterprise. The role of new technologies, i.e., the Social Media and the Internet are also examined.

At the end of the course the postgraduate student should be able to understand:

1. The relationship between innovation and entrepreneurship
2. The relationship between innovation and business development.
3. The various models of new product development procedures (flexible vs. sequential steps)
4. Types of innovation (radical, incremental, etc.).
5. The key points of communication of marketing, production, financing, organizational policy and strategic planning processes.
6. The concepts that take place at the initial stage of the process, especially before the prototype is developed.
7. How can one develop ideas
8. How to choose the best of them
9. How will it be able to do so, with the successful adoption by the organization itself and / or the diffusion on the market and the community as a whole (targeting and positioning).
10. The ways of startup enterprises and sources of funding (crowdfunding, etc.).
11. The role of Social Media and the Internet in NPD process and success.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	

Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others: At the end of the course the postgraduate student will be able to:

- Identify the conditions in the business environment that favor and encourage the emergence of new ideas (innovation)
- Understand in depth the theoretical background of covered product policy concepts, product portfolio management models, product development process, brand management, product elimination process, and variety product management in retail
- Critically combine elements of the theoretical background of the subject matter
- Be able to apply the relevant theoretical background to strategic and tactical policy decisions that they will be required to take in their workplaces
- To be able to provide an informed opinion in their workplace on building a portfolio of products that will be balanced, meet the customer's needs and match the objectives of the business.
- Be able to highlight key steps and decision-points, from the design and development of the prototype, to the successful placement (implementation of indicators of unsuccessful /successful applications) of innovative ideas that lead to a competitive advantage.
- How innovative start-ups can be successful and, in particular, their financing, promotion and successful growth options.
- The successful Social Media and Internet strategies for facilitating NPD process and success.

## 2. COURSE CONTENT

1. The value of innovation in entrepreneurship
2. Link between innovation and business development
3. Types of innovation (radical, incremental, etc).
4. Link between innovation intensity and business sectors.
5. The steps of developing a new product.
6. Flexible vs. sequential process development models, and innovative product success rates.
7. Product policy concepts
8. Product portfolio management models
9. Innovation and development of new products
10. Brand management
11. Consumer and industrial products and service deletion decision making
12. Product management on the shelves of retail outlets
13. New businesses establishment, startups, financing, crowdfunding, etc.
14. The role of Social Media and the Internet in NPD process and success.

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x
--	--------------	---

	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x	
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		60
	Seminars		
	Exercises		
	Project		26
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSEMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written work, essay/report	x	50%
	Problem solving		
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		

	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions	x	30%
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
	Others : Case Study (20%)		

#### 4. RECOMMENDED LITERATURE

*Kapferer, J. N. (2012). The New Strategic Brand Management: Advanced Insights and Strategic Thinking, 5th Edition, Kogan Page, London.*

*Innovation Management Challenges: From fads to fundamentals* Posted April 28th, 2018 by John Bessant & filed under Article.

*Σημειώσεις και διαφάνειες στα Ελληνικά.*

# E Commerce

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_B204	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	E Commerce									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>		<b>ECTS CREDITS</b>					
	Lectures		3		5					
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses:									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>										

### 29. LEARNING OUTCOMES

<p><b>Lerning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>The course involves two major sections.</p> <p>In the first section we examine the electronic marketing strategy, the e-buyer characteristics, the optimization and the evaluation of e-marketing performance. Specifically, we integrate the business marketing strategies with the e-business applications' potentials. In this scope, we focus on such marketing concepts and tools, as database marketing, customer segmentation and targeting, the customized product bundle, the on-line direct marketing, the e-payment systems, the</p>
---

customer retention and recalling through the WWW, the mobile phone and other Internet platforms and tools. The objectives are the optimization of business visibility, buyers' accessibility and e-business strategy performance.

The second section discusses principles and basic techniques of information systems and electronic transactions security.

By the end of this course the student should be able to understand:

1. The electronic marketing concepts, such as interactivity, personalization-customization and information density.
2. The e-business evaluation models, such as value proposition, revenue model, market opportunity.
3. The e-business strategy models, such as business-to-consumer, business-to-business, customer-to-customer, customer-to-business, auctions, reverse auctions, Customer Relationship Management (CRM) Systems, Search Engine Optimization (SEO), etc.
4. The optimization of the Web page design, focusing at differentiated marketing communication targets.
5. The e-payment systems.
6. The optimization of e-business performance.
7. The evaluation tools of e-business strategies.
8. Understanding of security issues of information systems and electronic transactions.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	
Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	

Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others: At the end of the course the student will be able to:

Develop a marketing plan in various electronic contexts

Develop and manage a business webpage and presence

Develop and manage various social network and on-line communities

Use various e-business performance optimization and evaluation tools and models

Understanding of security issues of information systems and electronic transactions.

### 30. COURSE CONTENT

1. E-commerce, basic concepts and tools
2. Major e-business models
3. Internet and WWW characteristics and potentials
4. Organizing the E-business presence
5. Management of social networks and electronic communities
6. Criteria and tools of the e-business performance optimization
7. Evaluation of e-business strategy
8. Introduction to cryptography and protection of personal data.
9. Basic principles of information and communication systems security.

### 31. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x	
	E-class		
	Virtual (simulated) laboratory training		
	Others	Internet	
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	<i>Essay writing</i>		26
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
Placements			

<p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		60
	Others:		
	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>
<p><b>STUDENT ASSESSEMENT</b></p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	Written work, essay/report	x	50%
	Problem solving		
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires	x	50%
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions		
	Public presentation		
	Mid-term exam (formative)		

	Laboratory work		
	Art interpretation		
Others :			

### 32. RECOMMENDED LITERATURE

*eMarketing στο Διαδίκτυο, Γ. Σιώμκος και Ι. Τσιάμης, 1η έκδοση 2015, Εκδόσεις ΛΙΒΑΝΗ.*  
*Ηλεκτρονικό Επιχειρείν και Μάρκετινγκ, Βλαχοπούλου Μάρω, Δημητριάδης Σέργιος, 1η έκδοση 2013, ROSILI εκδοτική.*  
*Ψηφιακές Επιχειρήσεις και Ηλεκτρονικό Εμπόριο: Στρατηγική, Υλοποίηση και Εφαρμογή, Dave Chaffey, 1η έκδοση 2016, Εκδόσεις ΚΛΕΙΔΑΡΙΘΜΟΣ.*  
*Γενικές Αρχές Μάρκετινγκ και Ηλεκτρονικό Εμπόριο, Σκιαδάς Χρήστος, Μαρκάκη Μαρία, 1η έκδοση 2001, Εκδόσεις ΠΑΠΑΣΩΤΗΡΙΟΥ.*  
*Σημειώσεις και διαφάνειες (στα Ελληνικά).*

# Tourism Marketing

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_B205	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	Tourism Management									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses:									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA569/">https://eclass.upatras.gr/courses/BMA569/</a>									

### 1. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>The course aims at better understanding the particular conditions characterizing the tourism market and how to implement proper marketing within this framework. The course explores both destination marketing as being performed by destination marketing organizations (DMOs) as well as hotel marketing being performed at the individual business level.</p> <p>By the end of this course, students will be able to:</p>

1. determine and analyze the main characteristic of the tourism market
2. approach the planning process of a destination marketing campaign
3. plan a marketing program on behalf of a hotel.

**General Abilities**  
*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology	x
Adapting to new situations	x
Decision-making	x
Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	x
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	x
Production of free, creative and inductive thinking	x

Others: At the end of the course the student will have further developed the following skills/competences:  
 ability of preparing and assessing a destination marketing campaign  
 ability of preparing and assessing the marketing of a hotel.

**2. COURSE CONTENT**

1. The main characteristics of the tourism market
2. Distribution in tourism
3. The concept and organizational characteristics of Destination Marketing Organisations (DMOs)
4. Strategic destination marketing planning from the perspective of a DMO
5. Destination branding

6. Online marketing for a tourist destination
7. Other marketing activities for a tourist destination
8. The main characteristics and the framework of hotel marketing
9. Strategic marketing planning for hotels
10. Hotel branding
11. Online marketing for hotels
12. Other marketing activities for hotels
13. Setting up the marketing department of a hotel

### 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x	
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		86
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
Private study			
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Written work, essay/report		
	Problem solving		
	Multiple choice questionnaires		

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions		
	Public presentation	x	
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
	Others :		

#### 4. RECOMMENDED LITERATURE

1. Reid, Robert and Bojanic, David (2006). *Hospitality Marketing Management*. 4th edition. Hoboken, NJ: Wiley
2. Williams, Alistair (2002). *Understanding the Hospitality Consumer*. Oxford: Butterworth-Heinemann
3. McGuire, Kelly A. (2016). *Hotel pricing in a social world: Driving value in the digital economy*. Hoboken, NJ: Wiley
4. Green, Cindy Estis and Lomanno, Mark V. (2012). *Distribution Channel Analysis: A Guide for Hotels*. McLean, VA: HSMAI Foundation
5. Chehimi, Nadine (2014). *The Social Web in the Hotel Industry*. Wiesbaden: Springer Gabler
6. Bowie, David and Buttle, Francis (2014). *Hospitality Marketing: An Introduction*. Oxford: Elsevier Butterworth-Heinemann

# Multinational Firms

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_D201	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	Multinational Firms									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
Lectures			3	5						
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: the students should possess knowledge on management and organization									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA541/">https://eclass.upatras.gr/courses/BMA541/</a>									

### 33. LEARNING OUTCOMES

<p><b>Leraning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The aim of the course is to present some special issues on the strategies and management of multinational corporations.</p> <p>At the end of the course the student will have further developed the following skills/competences:</p> <ol style="list-style-type: none"> <li>1. familiarity with specific aspects of the global development and organization of transnational corporations</li> </ol>

2. deepening the international division of labor of these corporations
3. rich knowledge in relation to the relationship of transnational companies with the host countries.

At the end of this course the student should be able to:

1. deepen the analysis of internationalization,
2. assess the international competitiveness of transnational corporations,
3. critically discuss contemporary issues of the international division of labor and the transnational firms.

### General Abilities

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology	x
Adapting to new situations	x
Decision-making	x
Working independently	x
Team work	x
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	x

Others:

### 34. COURSE CONTENT

1. Basic concepts and definitions
2. Business internalization and externalization
3. Market entry forms
4. Transnational corporations in the light of FDI theories
5. Internationalization motivations
6. International divestment
7. Management of joint-ventures
8. Management of strategic alliances
9. Management of licensing agreements
10. Mergers & acquisitions
11. Intra-firm trade and transnational corporations
12. Economic integration and FDI

### 35. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides		
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		86
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
Private study			
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSEMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-</i>	Written work, essay/report	x	50%

<p><i>ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Problem solving		
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions	x	50%
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

### 36. RECOMMENDED LITERATURE

1. Georgopoulos A., and Glaister K. (2017), *Firm Heterogeneity and Performance in a Turbulent Economic Environment: Evidence from Greece*, *European Management Review*, 10.1111/emre.121.41.

2. Georgopoulos A., Lalountas D. and I. Salavrakos (2014). "Foreign vs. domestic survival in a changing environment", *International Journal of the Economics of Business*, 21(2), 209-229.

3. Georgopoulos A. and H.-G. Preusse (2009), "Cross-border acquisition vs. Greenfield investment: a comparative performance analysis in Greece", *International Business Review*, 18, 6, 592-605.
4. Μυλώνη Β. και Α. Γεωργόπουλος (2016), "Διεθνοποίηση και Διεθνικές Επιχειρήσεις», Ηλεκτρονική Έκδοση, Κάλλιπος, Αθήνα, <http://repository.kallipos.gr/handle/11419/3877>
5. Χατζηδημητρίου Α.Ι. (2003), «Διεθνείς επιχειρηματικές δραστηριότητες», εκδόσεις Ε.&Δ. ΑΝΙΚΟΥΛΑ – Ι. ΑΛΕΞΙΚΟΣ ΟΕ, Θεσσαλονίκη,
6. Θανόπουλος Ν. Γ. (2012), «Διεθνής Επιχείρηση», εκδόσεις Interbooks,
7. Παπαγεωργίου Π.Π., και Χιόνης Δ.Π. (2003), ««Διεθνής επιχειρηματική δραστηριότητα και οργανισμοί», εκδόσεις Σταμούλη.
8. UNCTAD, several years. United Nations, *World Investment Report*, New York and Geneva.
9. Dunning J.H. (1993), "Multinational enterprises and the global economy", Reading, MA: Addison-Wesley.
10. Barkema, H.G. and F. Vermeulen (1998), "International expansion through start-up or acquisition: a learning perspective", *Academy of Management Journal*, 41 (1), pp. 7-26.
11. Child J. and Y. Yan (1999), "Investment and Control in International Joint Ventures: The Case of China", *Journal of World Business*, 34 (1), pp. 3-15.
12. Dunning, J.H. (2000), "The eclectic paradigm as an envelope for economic and business theories of MNE activity", *International Business Review*, 9 (2), pp.163-190.
13. Larimo, J. (2003). "Form of investment by Nordic firms in world markets", *Journal of Business Research*, vol. 56, Issue 10, October, pp. 791-803.

# International Management

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_D202	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	International Management									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: INTRODUCTION TO MANAGEMENT									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA540/">https://eclass.upatras.gr/courses/BMA540/</a>									

### 1. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The aim of the course is to examine essential issues of managing organizations globally. It presents the international environment and its effects on firms, and studies cross-cultural management. Strategies and the structure of multinational companies are analyzed, with an emphasis on parent-subsidiary relations.</p> <p>At the end of this course the student should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand why it is important to study cross-cultural management and which factors shape it.</li> </ol>

2. Acquire deep knowledge of strategies and structure of multinational companies.
3. Comprehend the essence of organizational culture and its interaction with national culture.
4. Critically face issues of cross-cultural communication, leadership and motivation.
5. Develop ideas and arguments about contemporary problems of intercultural management and international human resource management.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	x
Decision-making	x
Working independently	x
Team work	x
Working in an international environment	x
Working in an interdisciplinary environment	x
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	x
Respect for the natural environment	x
Showing social, professional and ethical responsibility and sensitivity to gender issues	x
Criticism and self-criticism	x
Production of free, creative and inductive thinking	x

Others: At the end of the course the student will have further developed the following skills/competences:  
 To analyze and explain the way firms and organizations behave globally, under different and constantly changing circumstances.  
 To critically face cross-cultural management issues, presented through up-to-date case studies.

**2. COURSE CONTENT**

1. Globalization and International Linkages
2. Managing across Cultures
3. Organizational cultures and diversity
4. Strategy and structure of MNCs
5. Cross-cultural communication and motivation across cultures
6. Staffing an international business; recruitment, selection, remuneration policy, international mobility of executives, training and international career management.

### 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x	
	E-class	x	
	Virtual (simulated) laboratory training		
	Others	Use of educational documentaries in class	
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		20
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
Private study		66	
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public</i>	Written work, essay/report		
	Problem solving		

<p><i>presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions		
	Public presentation	x	100%
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

#### 4. RECOMMENDED LITERATURE

1. Griffin & Pustay, *Διεθνείς Επιχειρήσεις και Επιχειρηματικότητα*, Εκδόσεις Τζιόλα, 2011.
2. Ball et al, *Διεθνής Επιχειρηματική Δραστηριότητα*, Εκδόσεις Επίκεντρο, 2014
3. Luthans, F. & Doh, J. P. , *International Management: Culture, Strategy and behaviour*, 8th edition, McGraw Hill, 2012.
4. Hill, C. W. L. , *International Business: Competing in the Global Marketplace*, , 8th edition, McGraw Hill, 2011.
5. McFarlin ,D. & Sweeney, P.D., *International Management: Strategic Opportunities & Cultural Challenges*, 4th Edition, Routledge , 2011
6. Mead, R. & Andrews, T. G., *International Management*, Wiley-Blackwell, 2009.

# International Trade

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_D204	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	International Trade									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>		<b>ECTS CREDITS</b>					
Lectures			3		5					
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no prerequisite courses: basic knowledge of Microeconomics and Macroeconomics is necessary.									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA545/">https://eclass.upatras.gr/courses/BMA545/</a>									

### 1. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>The purpose of this course is to introduce students to basic scientific knowledge in the field of International Economics. Particular emphasis will be given to different theoretical interpretations of international trade economic relations.</p> <p>At the end of this course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the different theoretical models that explain why countries trade across borders.</li> <li>2. Understand the relationship between economic development and competitiveness in the international economy.</li> <li>3. Comprehend the uneven development in the international economy.</li> <li>4. Comprehend the incentives for Foreign Direct Investment.</li> </ol>
<p><b>General Abilities</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <p><i>Search for, analysis and synthesis of data and</i> <span style="float: right;"><i>Project planning and management</i></span></p>

<i>information, with the use of the necessary technology</i>	<i>Respect for difference and multiculturalism</i>
<i>Adapting to new situations</i>	<i>Respect for the natural environment</i>
<i>Decision-making</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working independently</i>	<i>Criticism and self-criticism</i>
<i>Team work</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an international environment</i>	.....
<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	
Working independently	x
Team work	x
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	x
Production of free, creative and inductive thinking	x

Others:

## 2. COURSE CONTENT

1. What is International Economics About?
2. World Trade: An Overview.
3. Labor Productivity and Comparative Advantage: The Ricardian Model.
4. Unequal Exchange.
5. Resources, Comparative Advantage, and Income Distribution: The Heckscher-Ohlin model.
6. Economies of Scale, Imperfect Competition, and International Trade.
7. Trade Policy in Developing Countries.
8. Economic Crises, International Trade and Economic Development.
9. Foreign Direct Investment.

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x
	Distance learning (asynchronous)	
	Distance learning (synchronous)	

	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides		
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		39
	Tutorials		
	Laboratory practice		
	Essay writing		15
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
	Private study		71
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSEMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written work, essay/report	x	50%
	Problem solving		
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires	x	50%
	Oral examination		
	Clinical examination of patient		

	Mid-term exam (concluding)		
	Final exam with developing questions		
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
	Others :		

#### 4. RECOMMENDED LITERATURE

1. *Krugman, P. R. & Obstfeld, M. (2011), International Economics: Theory and Policy, Athens, Kritiki [in Greek].*
2. *Notes and articles on e-class.*

# International Macroeconomics and Econometric Applications

## COURSE OUTLINE

<b>SCHOOL</b>	BUSINESS ADMINISTRATION									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_D206	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				x						
<b>COURSE TITLE</b>	International Macroeconomics and Econometric Applications									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>		<b>ECTS CREDITS</b>					
Lectures			3		5					
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: The students should possess knowledge of macroeconomics, mathematics and statistics									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA687/">https://eclass.upatras.gr/courses/BMA687/</a>									

### 5. LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The aim of the course is to present in students theories and applications of International Macroeconomics and to study them using econometric tools.</p> <p>By the end of this course the student will be able to:</p>
---

1. Understand modern theories of International Macroeconomics
2. Understand modern methods of econometric analysis
3. Handles practical applications: Specialization of models according to economic theory, evaluation and explanation of the results.
4. Use of specific econometric package (EViews).

<b>General Abilities</b>	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	
Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others: At the end of the course the student will have further developed the following skills/competences:  
 Solving Macroeconomic and Economic problems using relevant software.  
 Reporting and presenting the results.

**6. COURSE CONTENT**

1. Welfare, Growth and Development
2. Growth Accounting
3. Debt and Growth
4. Fiscal and Monetary Policies in the context of Growth and Development, Introduction to Econometric terms and methods
5. Theories of Growth and Development tested in different countries using econometric techniques
6. Relating structural reforms and Growth using econometric techniques
7. Testing the relation between Financial Sector and Growth using econometric techniques.
8. Public and Private Investment and Growth: econometric applications
9. Deindustrialization
10. Inequality, Poverty and Growth
11. Labour Market, Shadow Economy and Growth
12. International Governance, International Trade and Growth

## 7. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x
	Distance learning (asynchronous)	
	Distance learning (synchronous)	
	Others:	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	x
	E-class	x
	Virtual (simulated) laboratory training	
	Others	EVIEWES
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>	<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures	26
	Tutorials	
	Laboratory practice	26
	<i>Essay writing</i>	
	Seminars	
	Exercises	13
	Project	
	Study and analysis of bibliography	
	Placements	
	Clinical practice	
	Art workshop	
	Interactive teaching	
	Educational visits	
	Artistic creativity	
Private study	60	
Others:		
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>	<b>125 hours (total student work-load)</b>	

<p><b>STUDENT ASSESSEMENT</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Written work, essay/report	X	50%	
	Problem solving			
	Multiple choice questionnaires			
	Final exam with Multiple choice questionnaires			
	Oral examination			
	Clinical examination of patient			
	Mid-term exam (concluding)			
	Final exam with developing questions			
	Public presentation	x	25%	
	Mid-term exam (formative)			
	Laboratory work	x	25%	
	Art interpretation			
	Others :			

## 8. RECOMMENDED LITERATURE

Acemoglu D., (2007), *Advanced Economic Growth: Lecture 19: Structural Change*, MIT.

Acemoglu D., Robinson J., Thaicharoen Y. (2003), "Institutional Causes, Macroeconomic Symptoms: Volatility, Crises and Growth," *Journal of Monetary Economics*, Vol. 50, No. 1, pp.49-123.

Akreen T., (2016), *Japan's Liquidity Trap*, Levy Economics Institute Working Paper No. 862.

Arrow K. J., Dasgupta P., Goulder L. H., Mumford K. J., Oleson K., *Sustainability and the measurement of wealth*, NBER Working Paper No. 16599.

Auerbach, A., Obstfeld M., (2005), *The Case for Open Market Purchases in a Liquidity Trap*, *American Economic Review*, Vol. 95, pp. 110-37.

Ball S., (1986), *Economic Equality: Rawls versus Utilitarianism*, *Economics and Philosophy*, Vol. 2 No. 2, pp.: 225-244.

Barro R. J., (1998), *Notes on growth accounting*, NBER Working Paper Series, No. 6654

Barro R. J., (1999), *Inequality, growth and investment*, NBER Working Paper Series, No. 7038

Bejan M., (2006), "Trade Openness and Output Volatility," *MPRA Paper 2759*

Beltratti A., Chichilinsky G., Heal G., (1993), *Sustainable growth and the green golden rule*, NBER Working Paper No. 4430.

Benabou R., (1996), *Inequality and growth*, NBER Macroeconomics Annual, Vol. 11.

Bourgouignon F., (2003), *The poverty-growth-inequality triangle*, Conference on Poverty, Inequality and Growth, Paris November 13, 2003.

Brock W. A., Taylor S. M., (2003), *The kindergarten rule of sustainable growth*, NBER Working Paper No. 9597

Checherita C., Rother P., (2010), *The impact of high and growing government debt on economic growth an empirical investigation for the euro area*, ECB Working Paper Series, No. 1237.

Cheung Y. W., Dooley M. P., Sushko D., (2012), *Investment and growth in rich and poor countries*, NBER Working Paper No. 17788

Christiansen L., Schindler, M., Tressel T., (2009), *Growth and structural reforms: a new assessment*, IMF Working Papers 09/284.

Chudik, A., Mohaddes, K., Pesaran, M. H., and Raissi M., (2015), *Is There a Debt-threshold Effect on Output Growth?* IMF Working Paper 15/197.

Dabla-Norris E., Ho G., Kyobe A., (2016), *Structural reforms and productivity growth in emerging market and developing economies*, IMF Working Paper 16/15

Dolar V., Meh C., (2002), Financial structure and economic growth: a non-technical survey, Bank of Canada Working Paper 2002-24

Drejer I. (2004), Identifying Innovation in Surveys of Services: A Schumpeterian Perspective. *Research Policy*, vol. 33, pp. 551-562.

Easterly W., Islam R., Stiglitz J., (2001), "Shaken and Stirred: Explaining Growth Volatility", in B. Pleskovic and N. Stern, eds., *Annual World Bank Conference on Development Economics*.

Fatás A., Mihov I. (2003), "The Case for Restricting Fiscal Policy Discretion", *Quarterly Journal of Economics*, Vol. 118, No. 4, pp: 1419– 47.

Fisher S., (1991), Growth, macroeconomics, and development, NBER Macroeconomics Annual, Vol. 6.

Forbes K., (2000), A reassessment of the relationship between inequality and growth, *American Economic Review*, Vol. 90, No. 4, pp. 869-887.

Frankel J. and Rose A. (1998), The Endogeneity of the optimum currency area criteria, *The economic Journal* No. 108, pp. 1009-1025.

Greenwood J., Jovanovic B., (1989), Financial development, growth and the distribution of income, NBER working Paper 3189.

Heshmati A., (2004), Growth, inequality and poverty relationships, IZA Discussion Paper Series No. 1338.

Hulten C. R., (2009), Growth accounting, NBER Working Paper Series, No. 15341.

IMF (2015), Fiscal policy and long-term growth, *Staff Report*.

Iradian G., (2005), Inequality, poverty, and growth: cross-country evidence, IMF Working Papers 05/28.

Kalemli-Ozcan, S., Sorensen B., Yosha O. (2001), Regional integration, industrial specialization and the asymmetry of shocks across regions, *Journal of International Economics* Vol. 55, pp. 107–137

Kose A., (2001), "Explaining Business Cycles in Small Open Economies: How Much do World Prices Matter?," *Journal of International Economics*, Vol. 56, No. 2, pp. 299–327.

Kose A., Prasad E., Terrones, M., (2003), "Financial Integration and Macroeconomic Volatility," *IMF Staff Papers*, Vol. 50, No. Special Issue, pp. 119–41.

Krugman P. (1991), *Geography and Trade*, Cambridge MA: MIT Press.

Leathers C. G., Raines J. P. (2004), The Schumpeterian Role of Financial Innovations in the New Economy's Business Cycle. *Cambridge Journal of Economics*, vol. 28, pp.667-681.

Li B., (2012), *Social welfare and protection for economic growth and social stability —China's experience*. In: A changing China: emerging governance, economic and social trends. Civil Service College, Singapore, pp. 39-60.

Mezzetti C., (1987), Paretian efficiency, rawlsian justice and the Nozick theory of rights, *Social Choice and Welfare*, Vol. 4, No. [1](#), pp.: 25–37

O'Hara P. A., 2006. Long waves of growth and development in the global political economy, in *Growth and Development in the Global Political Economy*, Routledge eds. New York

OECD (2012), Structural reforms in times of crisis, Economic Policy Reforms 2012, Going for Growth OECD

OECD (2015), Italy structural reform: Impact on growth and employment, OECD Reports

Orphanidis A., (2004), Monetary Policy in Deflation: The Liquidity Trap in History and Practice, *The North American Journal of Economics and Finance*, Vol. 15, pp.: 101-124.

Pescatori, A., Sandri, D., Simon, J., (2014), Debt and Growth: Is There a Magic Threshold? IMF Working Paper 16/15

Raddatz, C., (2003), "[Liquidity needs and vulnerability to financial underdevelopment](#)", *Policy Research Working Paper Series* 3161, The World Bank.

Rawls J., 1971. A Theory of Justice. Cambridge, MA: Harvard University Press.

Razin, A. and Rose A.. (1994), "Business Cycle Volatility and Openness: an Exploratory Cross-Sectional Analysis" in *Capital Mobility: The Impact on Consumption, Investment, and Growth*," Leonardo Leiderman and Assaf Razin eds., (Cambridge: Cambridge University Press), 48-76.

Reinhart R.M., Rogoff K. S., (2010), Growth in a time of debt, NBER Working Paper 15639

Rodrik D., (1998), "Why Do More Open Economies Have Bigger Governments?", *Journal of Political Economy*, Vol. 106, No. 5, pp. 997–1032.

Rodrik D., (2015), Premature deindustrialization, NBER Working Paper 20935.

Rogoff, K. (1990), "Equilibrium political budget cycles", *American Economic Review*, Vol. 80, pp. 21–36.

Rosenberg N., Frischak C. R. (1983), Long waves and economic growth: A critical appraisal. *The American Economic Review* Vol 73, No. 2, pp.: 146-151.

Rowthorn R., Ramaswamy R., (1999), Growth, trade, and deindustrialization, IMF Staff Papers, Vol. 46, No. 1, pp.: 18-41.

Saad-Filho A., (2010), Growth, Poverty and Inequality: From Washington Consensus to Inclusive Growth, DESA Working Paper No. 100

Schneider F., (2013), The shadow economy in Colombia: Size and effect on economic growth, Johannes Kepler University of Linz Working Paper No. 1319.

Schneider F., Williams C. C., 2013. The shadow economy. Printed by the Institute of Economic Affairs London.

Senhadji A. (1998), "Time Series Estimation of Structural Import Demand Equations: A Cross-Country Analysis," *Staff Papers*, Vol. 45, pp. 236–268.

Senhadji A., (1999), Sources of economic growth: An extensive growth accounting exercise, IMF Working Papers 99/77.

Singh, A., Jain-Chandra S., Mohommad A., (2012), Inclusive growth, institutions, and the underground economy, IMF Working Papers 12/47.

Stiglitz J. E., (2008), The post Washington Consensus consensus, in *The Washington Consensus reconsidered* Oxford University Press: Oxford.

Svensson, Lars E. O. "The Zero Bound in an Open Economy: A Foolproof Way of Escaping from a Liquidity Trap?" *Monetary and Economic Studies (Special Edition)*, Vol. 28, pp. 277-312

Weithman P. J., 1999. *Opponents and Implications of a Theory of Justice*, New York: Taylor and Francis.

Windrum P., García-Goñi M. (2008), A neo-Schumpeterian model of health services innovation. *Research Policy*, vol. 37, no. 4, pp. 649-672.

# Law of International Relations

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_D205	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	Law of International Relations									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses:									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="http://eclass.upatras.gr/courses/BMA543/">http://eclass.upatras.gr/courses/BMA543/</a>									

### 1. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>This course is intended to introduce students to the main legal issues generated by international business transactions and related international trade. With the significant growth in international commerce and trade, international business transactions have been grown extensively, particularly through the integration of world markets. More specifically, the main objective of the course is to generate vigorous learning and discussion of many legal and related commercial issues that arise in international business transactions and contracts, the law applicable to contractual and non contractual obligations in the European Union and conflict of laws.</p>
--

By the end of this course the student will have acquired the skill to apprehend :

1. The legal specificities and objectives of international business law
2. The regulatory framework of international trade cooperation
3. Main issues of international and European conflict of laws in relation to private commercial disputes
4. The legal environment of international commercial contracts
5. The regulation of transactional instruments, such as distribution agreements , technology licences in e-commerce and joint venture agreements

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	
Adapting to new situations	
Decision-making	
Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	

Others:By the end of this course the student will furthermore be able to understand:

1. The main objective, structure and legal environment of international business law
2. Regulation of international trade
3. Conflict of laws in relation to private commercial disputes
4. International commercial contracts

5. The legal framework of transnational business cooperation
6. International and European insolvency rules
7. Harmonisation on international commercial law, regarding electronic signatures and e-commerce

## 2. COURSE CONTENT

1. Definition and objective of International business law
2. Structure and sources of International business law
3. Main legal issues of conflict of laws and Private International law regarding legal entities
4. Legal framework of international business cooperation
5. Start-ups in Europe- European company
6. - The law applicable to international and European insolvency
7. The law applicable to contractual and non-contractual obligations in Europe
8. Distribution- franchising agreements
9. Electronic signatures and e-commerce

## 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x
	Distance learning (asynchronous)	
	Distance learning (synchronous)	
	Others:	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides	
	E-class	x
	Virtual (simulated) laboratory training	
	Others	
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>	<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures	50
	Tutorials	
	Laboratory practice	
	Essay writing	
	Seminars	
	Exercises	25
	Project	
	Study and analysis of bibliography	
	Placements	
	Clinical practice	
	Art workshop	
	Interactive teaching	
	Educational visits	
	Artistic creativity	
	Private study	50
	Others:	
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>

<p align="center"><b>STUDENT ASSESSEMENT</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Written work, essay/report	x	
	Problem solving		
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions		
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
	Others :		

#### 4. RECOMMENDED LITERATURE

- 1) Κ. Παμπούκης, *Δίκαιο Διεθνών Συναλλαγών, Νομική Βιβλιοθήκη, 1η έκδοση, 2010*
- 2) DiMatteo L./Dhooge L., *International Business Law- A transactional Approach, 2nd ed., 2006*

# Business Intelligence Systems

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_E201	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	BUSINESS INTELLIGENCE SYSTEMS									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
	Lectures		3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: It is recommended that students have at least a basic knowledge of Databases and Management Information Systems.									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA583/">https://eclass.upatras.gr/courses/BMA583/</a>									

### 37. LEARNING OUTCOMES

<p><b>Leraning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul>
<p>Training in commercial and open software for the integration of Information Systems of an enterprise, aiming at both the management of operational data and their analysis, within a framework imposed by relationships among customers, employees and vendors.</p> <p>At the end of the course the student should be able to use commercial software for:</p>

1. Enterprise Resource Planning Systems (ERP)
2. Customer Relationship Management (CRM)
3. Data Mining
4. Expert Systems
5. Balanced Scorecard
6. Business Process Modeling

<b>General Abilities</b>	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	x
Adapting to new situations	
Decision-making	x
Working independently	
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	
Others:	

**38. COURSE CONTENT**

Methodologies for integration of Information Systems (ERP, EAI, middleware, etc.)  
 Use of the commercial software Microsoft Business Solutions–Navision  
 Use of the commercial software WebCRM - Interworks  
 Use of the commercial software Oracle Balanced Scorecard and BSC Designer  
 Use of the freeware WEKA and of the custom data mining software Diogenis  
 Use of the commercial software Visual Paradigm  
 Use of freeware Expert System Shell

### 39. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides		
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		13
	Tutorials		
	Laboratory practice		26
	Essay writing		56
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
Private study		30	
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSEMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Written work, essay/report		
	Problem solving		

<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions		
	Public presentation		
	Mid-term exam (formative)		
	Laboratory work	x	100%
	Art interpretation		
Others :			

#### 40. RECOMMENDED LITERATURE

*“Θέματα Επιχειρηματικής Νοημοσύνης - Θεωρητική Θεμελίωση και Εφαρμογές”, Βουτσινάς Βασίλειος, εκδόσεις Κωσταράκη Π. Ευρυδίκη, 2003, Αθήνα.*  
*Ολοκληρωμένα Συστήματα Διαχείρισης Επιχειρησιακών Πόρων, Γιώργος Ιωάννου, εκδόσεις Αθ. Σταμούλης, 2006, Αθήνα.*  
*Εγχειρίδια Χρήσης*

# Project Management

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_E206	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
				X						
<b>COURSE TITLE</b>	Project Management									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
Lectures			3	5						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses: It is recommended that students have at least a basic knowledge of Differential and Integral Calculus as well as Statistics.									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>	<a href="https://eclass.upatras.gr/courses/BMA521/">https://eclass.upatras.gr/courses/BMA521/</a>									

### 1. LEARNING OUTCOMES

<p><b>Leraning outcomes</b> The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</li> <li>• Guidelines for writing Learning Outcomes</li> </ul> <p>At the end of this course the student should be able to:</p> <p>(a) to understand the strategic importance of project management.</p> <p>(b) to describe and use widely accepted techniques for planning and designing the network diagram of a project.</p> <p>(c) to determine the project schedule using the CPM method.</p> <p>(d) to handle uncertainty (variability) in activity times using the PERT method.</p> <p>(e) to understand the cost-time trade-offs and how to crash a project.</p>
--

- (f) to realize how to manage limited resources in a project and apply widely accepted techniques for resource allocation and scheduling.  
 (g) to understand the computational complexity of the resource-constrained project scheduling problem.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Search for, analysis and synthesis of data and information, with the use of the necessary technology	x
Adapting to new situations	x
Decision-making	x
Working independently	x
Team work	x
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	
Project planning and management	x
Respect for difference and multiculturalism	
Respect for the natural environment	x
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	x
Production of free, creative and inductive thinking	x

Others:

**2. COURSE CONTENT**

Introduction to project management. Factors for success or failure in IT projects. Project characteristics. Organization of projects. Project activities. Estimating the project cost. The role of work breakdown structure. Project planning. AON and AOA activity networks. Gantt charts in project management. Project scheduling using the CPM method. Handling uncertainty in project activities times. Project scheduling using the PERT method. Types of resources in a project. Project scheduling with unlimited resources. Building resource profiles. Project scheduling with limited resources: the resource constrained project scheduling (RCPS) problem. Constructive rules for RCPS. The serial and parallel solution approaches. Resource smoothing and leveling. Advanced computational methods for RCPS solution.

**3. TEACHING AND LEARNING METHODS - ASSESSMENT**

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)		
	Distance learning (synchronous)		
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides		
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		26
	Tutorials		
	Laboratory practice		
	Essay writing		10
	Seminars		
	Exercises		
	Project		
	Study and analysis of bibliography		
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
Private study		89	
Others:			
	<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>
<b>STUDENT ASSESMENT</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written work, essay/report	x	30%
	Problem solving		
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		

	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions	x	40%
	Public presentation	x	30%
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

#### 4. RECOMMENDED LITERATURE

*The lesson is fully supported by educational material created by the instructor in power-point format. This material is the main bibliography of the course. Research articles are also available on Moodle. Furthermore, the following books are optional.*

1. *Nearchou Andreas, Scheduling in manufacturing and services, Broken-Hill publ., 2017 (in Greek).*
2. *Pinto J., Project Management: Achieving Competitive Advantage (3rd Edition), Pearson, 2012.*
3. *Shtub A., Bard J., Globerson S., Project Management: Processes, Methodologies, and Economics, 2nd Edition, Pearson 2005.*
4. *Philips J., IT project management: On track from start to finish. McGraw-Hill Osborne Publ., 2nd edition, 2004.*
5. *Miller, Roger, and Donald Lessard. The Strategic Management of Large Engineering Projects. Cambridge, MA: MIT Press, 2001.*

# Master Thesis

## COURSE OUTLINE

<b>SCHOOL</b>	SCHOOL OF ECONOMICS AND BUSINESS									
<b>DEPARTMENT</b>	BUSINESS ADMINISTRATION									
<b>LEVEL OF COURSE</b>	POSTGRADUATE									
<b>COURSE CODE</b>	MBA_TH301	<b>SEMESTER OF STUDIES</b>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
					X					
<b>COURSE TITLE</b>	MASTER THESIS									
<b>INDEPENDENT TEACHING ACTIVITIES</b> if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits			<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>						
Lectures			1	30						
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>										
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Field of science									
<b>PREREQUISITE COURSES:</b>	There are no Prerequisite Courses:									
<b>TEACHING AND ASSESSMENT LANGUAGE:</b>	Greek									
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>										
<b>COURSE WEBPAGE (URL)</b>										

### 1. LEARNING OUTCOMES

<p><b>Lerning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The aim of the master thesis is:</p> <p>* the knowledge of the subject , either in detail or universally and subtly. The student deals with terms and basic concepts of the subject of thesis,</p>
--

- \* understanding the subject of thesis at a level that is capable of organizing, comparing and interpreting the concepts of this subject,
- \* be able to use this acquired knowledge around the subject by applying it to new situations,
- \* be able to analyze the findings of the application in a new situation by separating the resulting information into their component parts,
- \* synthesize findings in generalizations,
- \* analyze the relationships of findings.

**General Abilities**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	.....
<i>Production of new research ideas</i>	<i>Others...</i>
	.....

Search for, analysis and synthesis of data and information, with the use of the necessary technology	x
Adapting to new situations	x
Decision-making	x
Working independently	x
Team work	
Working in an international environment	
Working in an interdisciplinary environment	
Production of new research ideas	x
Project planning and management	
Respect for difference and multiculturalism	
Respect for the natural environment	
Showing social, professional and ethical responsibility and sensitivity to gender issues	
Criticism and self-criticism	
Production of free, creative and inductive thinking	x

Others:

**2. COURSE CONTENT**

Sections:

1. Cover
2. Summary in Greek
3. Summary in English
4. Contents
5. Thanks (optional)
6. Introduction to the subject
7. Bibliographic approach of the subject
8. Methodological approach to implementation
9. Application to new situation
10. Conclusions
11. Bibliography
12. Glossary (optional)
13. Appendices (optional, including questionnaire, implementation code, etc.).

### 3. TEACHING AND LEARNING METHODS - ASSESSMENT

<b>TEACHING METHOD</b> <i>Face-to-face, Distance learning, etc.</i>	Face to face	x	
	Distance learning (asynchronous)	x	
	Distance learning (synchronous)	x	
	Others:		
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Slides		
	E-class	x	
	Virtual (simulated) laboratory training		
	Others		
<b>TEACHING ORGANIZATION</b> <i>The manner and methods of teaching are described in detail.</i>  <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Δραστηριότητα</b>		<b>Φόρτος Εργασίας Εξαμήνου</b>
	Lectures		
	Tutorials		
	Laboratory practice		
	Essay writing		80
	Seminars		
	Exercises		
	Project		120
	Study and analysis of bibliography		100
	Placements		
	Clinical practice		
	Art workshop		
	Interactive teaching		
	Educational visits		
	Artistic creativity		
Private study		75	
Others:			
<b>Total number of hours for the Course (25 hours of work-load per ECTS credit)</b>		<b>125 hours (total student work-load)</b>	
<b>STUDENT ASSESSEMNT</b> <i>Description of the evaluation procedure</i>	Written work, essay/report	x	

<p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Problem solving		
	Multiple choice questionnaires		
	Final exam with Multiple choice questionnaires		
	Oral examination		
	Clinical examination of patient		
	Mid-term exam (concluding)		
	Final exam with developing questions		
	Public presentation	x	
	Mid-term exam (formative)		
	Laboratory work		
	Art interpretation		
Others :			

#### 4. RECOMMENDED LITERATURE

*The literature is directly related to: (a) the subject and (b) how the application approaches the new situation.*