



**Applied  
Philosophy  
in Business  
Decision  
Making**

**UNIVERSITY OF WEST ATTICA  
SCHOOL OF ADMINISTRATIVE,  
ECONOMICS AND SOCIAL SCIENCES**

**APPLIED PHILOSOPHY IN BUSINESS DECISION MAKING**

**“Module Outlines”**

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# SEMESTER 1-YEAR 1

## EPISTEMOLOGY AND CONTEMPORARY SOCIETY

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>			
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	1
<b>COURSE TITLE</b>	Epistemology and Contemporary Society		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Seminars		3	6
<b>COURSE UNIT TYPE</b>	Special Background course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>This module offers an introduction to central issues in contemporary epistemology. Epistemology is dedicated to questions about the nature and structure of knowledge and justified belief. In this module we will examine questions about the nature, scope, and value of knowledge by critically considering arguments for and against epistemological views. This will include an assessment of the key question "What is knowledge and Why is it valuable?". Although the module places a particular emphasis on the evolution of epistemological debates since antiquity, it will also cover the newer work in the field of contemporary "social epistemology".</p>
<b>General Skills</b>
<ul style="list-style-type: none"><li>- Logical Reasoning</li><li>- Teamwork</li><li>- Critical Thinking</li></ul>

### 3. COURSE CONTENTS

<p>The course will cover the following themes:</p> <ul style="list-style-type: none"><li>• Central sceptical problems and proposed solutions</li><li>• The case for skepticism, the thesis that we typically know nothing or next to nothing;</li><li>• The Value of Knowledge</li><li>• What is Knowledge</li><li>• Rationality and Justification</li><li>• Epistemic Virtue</li><li>• The Sources of Knowledge I: Perception</li><li>• The Sources of Knowledge II: Testimony and Memory</li></ul>
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- The Sources of Knowledge III: Deduction and Induction
- Radical Scepticism
- Truth and Objectivity
- The nature of justified belief

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	25
	Preparation of Group Projects	26
	Lab Excursuses	40
	Independend and Directed Learning	20
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<b>I. Final Examination 60 %</b> (Summative Evaluation) includes: (Written exam) <b>II. Presentation 40%</b>	

#### 5. RESOURCES

- Recommended Book and Journal Article Resources:

- Pritchard, D. H., *What is This Thing Called Knowledge?* Fourth edition (Routledge, London, 2018) ISBN 9781138225800
- Huemer, M., (ed.), *Epistemology - Contemporary Readings*, (London and New York, Routledge, 2002)

## FINANCIAL ACCOUNTING & ACCOUNTABILITY

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMIC AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	Foreign Studies		
<b>LEVEL OF STUDY</b>	Undergraduate		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	<b>FINANCIAL ACCOUNTING &amp; ACCOUNTABILITY</b>		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Seminars		3	6

<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>	Special Background course	
<b>PREREQUISITES</b>	None	
<b>LANGUAGE OF INSTRUCTION/EXAM</b>	ENGLISH	
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	Yes	
<b>MODULE WEB PAGE (URL)</b>	moodle.uniwa.gr	

## 2.LEARNING OUTCOMES

<i>Learning Outcomes</i>
<p>This course serves as an introduction to the basic concepts of Accounting and its role in a business enterprise.</p> <p>Upon completion of the course, students will be able:</p> <ol style="list-style-type: none"> <li>1. Comprehend the structure of financial statements</li> <li>2. Prepare the financial statements (Balance Sheet and Income Statement)</li> <li>3. Interpret financial information disclosed in the financial statements</li> <li>4. Perform financial analysis with the use of various analytical techniques</li> <li>5. Evaluate managerial performance and compare similar firms financially</li> <li>6. Assist resource allocation decision - making to perform efficiently the full range of accounting processes.</li> </ol>
<b>General Skills</b>
<ul style="list-style-type: none"> <li>• Identification of financial transactions.</li> <li>• Analysis and synthesis of financial data and events using accounting procedures.</li> <li>• Teamwork.</li> </ul>

## 3.COURSE CONTENT

<p>The syllabus includes the following units:</p> <ol style="list-style-type: none"> <li>1. Accounting and the environment. Introduction to accounting concepts and branches</li> <li>2. Basic financial statements (Balance sheet, The Income statement). Accounting equation (credit and debit) Recording Business Transactions</li> <li>3. Cash basis and accrual basis accounting. Adjusting process</li> <li>4. Completing the Accounting Cycle</li> <li>5. Merchandising Operations and the two types of inventory systems</li> <li>6. Assumptions and principles of accounting related to merchandise inventory – Internal controls</li> <li>7. Receivables</li> <li>8. Assets, natural recourses and depreciation</li> <li>9. Current liabilities, Payroll and Investments</li> <li>10. Long-Term liabilities</li> <li>11. Stockholders' Equity – ethics – accountability issues</li> <li>12. Statement of Cash flows- Financial statements Analysis –ethics &amp; accountability</li> </ol>
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13. Revision of main accounting notions and preparation for exams

#### 4. TEACHING METHODS-ASSESSMENT

<b>MODE OF DELIVERY.</b>	In-class lecturing	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	<b><i>Semester Workload</i></b>
	•Lectures	39
	•Example accounting problems	
	•Accounting exercises with answers.	
	•Personal study	
	<b><i>Course total</i></b>	<b><i>150</i></b>
<b>ASSESSMENT METHODS</b>	Final written examination consisting of two parts: -Short-answer questions -Problem solving tasks	

#### 5.BIBLIOGRAPHY

- Rice, Anthony “Accounts Demystified: The Astonishingly Simple Guide To Accounting [Paperback]”, Pearson Business, 7<sup>TH</sup> Edition

## ECONOMIC THOUGHT

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	ECONOMIC THOUGHT		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures and Seminars		3	6
<b>COURSE UNIT TYPE</b>			
<b>PREREQUISITES:</b>	None		
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

### Learning Outcomes

It is an introductory section on the development of economic thought and is presented as a succession of changes in the understanding of the nature of socio-economic processes. The course emphasizes the historical nature of economic theories and attempts to show how actual socioeconomic phenomena shape the development of economic theory. Students will also develop an understanding of the foundations of different schools of thought and how these schools of thought make sense of and view the world around us.

By the end of the module, students should be able to:

- Identify in discussions or written assignments the characteristics associated with schools of thought in economics.
- Explain the similarities and differences between these schools of thought.
- Understand the fundamental concepts of the schools of thought in economics and how these concepts influence the perspective in which these schools of thought view economics.

### General Skills

- Understanding of the schools of thought in economics.

### 3. COURSE CONTENTS

#### Indicative Content

- *Economic thinking of ancient Greece*
- *Economic thought of the Middle Ages*
- *Mercantilism*
- *Theories of value and money*
- *The economic theory of Adam Smith*
- *David Ricardo*
- *Karl Marx's economic and social theory*
- *The Marginal Revolution*
- *General economic equilibrium*
- *American institutionalism*
- *Keynesian revolution*

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Class Work/Workshop	TBA
	Preparation of Group Projects	TBA
	Independent and Directed Learning	TBA
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<b>I. Written Exam (100%) (Summative Evaluation)</b>	

### 5. RESOURCES

- *Recommended textbooks*



- **Schneider, G.** (2018). The Evolution of Economic Ideas and Systems. Taylor & Francis. <https://bookshelf.vitalsource.com/books/9780429678882>
- **Hunt, E. K., & Lautzenheiser, M.** (2015). History of Economic Thought (3rd ed.). Taylor & Francis. <https://bookshelf.vitalsource.com/books/9781317468585>
- **McDonald, J. F.** (2021). Rethinking Macroeconomics (2nd ed.). Taylor & Francis. <https://bookshelf.vitalsource.com/books/9781000434712>
- **Mankiw, N.G.** (2019). Macroeconomics. Worth Publishers.
- **Blanchard, O., A. Amighini, and F. Giavazzi** (2010). Macroeconomics: A European Perspective. Pearson.
- **Roncaglia A.** The Wealth of Ideas. A History of Economic Thought. Cambridge University Press, 2006
- **Rima H. I.,** *Development of Economic Analysis*, 7th edition, London: Routledge, 2008.
- **Yannaras, C.** (2011). Six philosophical paintings. Ikaros, Athens (in Greek). However, here you can find all his writings published in English to date: <https://yannarasbooks.wordpress.com/2013/09/22/121/>

## PRINCIPLES OF MANAGEMENT

### 1. GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE ECONOMIC AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	1 <sup>st</sup>
<b>COURSE TITLE</b>	PRINCIPLES OF MANAGEMENT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Workshops-Project Work		3	6
<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>	Core Course		
<b>PREREQUISITE COURSES:</b>			

<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes
<b>COURSE WEBSITE (URL)</b>	

## 2. 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 course is intended to enable the students to study the evolution of Management, to identify the functions and principles of management, to learn the application of the principles in an organization, to enable the effective and barriers communication in the organization, to study the system and process of effective controlling in the organization.</p> <p>Upon completion of the course students will be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• demonstrate understanding of the role of managers in an organization</li> <li>• summarize the elementary concepts, principles and theories of management</li> <li>• examine the managerial functions having an impact on the organizational effectiveness</li> <li>• identify the contemporary issues and challenges in management</li> <li>• develop ethical workplace practices</li> </ul>																			
<p><b>General Competences</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> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<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>
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<i>Production of new research ideas</i>	<i>Others...</i>																		
	<i>.....</i>																		
<ul style="list-style-type: none"> <li>• <b>Development of analytical skills</b></li> <li>• <b>Teamwork</b></li> <li>• <b>Decision-making</b></li> </ul>																			

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

### 3. SYLLABUS

The course is organized around topics such as:

- Introduction to Management.
- Management History Module.
- Managing Strategy.
- Business Environment.
- Foundations of Planning.
- Designing Organizational Structure.
- Monitoring and Controlling.
- Being an Effective Leader.
- Making Decisions.
- Managing Groups and Teams.
- Motivating Employees.
- Managing Communication.
- Review Course Learning Objective.

### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the LMS platform of University of West Attica (Moodle) and MS Teams Communication Platform	
<b>TEACHING METHODS</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>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Preparation of Individual Project (2500 – 3000 words)	36
	Presentation of Individual Project/ class discussions	20
	Independent and Directed Learning	55
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</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,</i>	<p>I. Final Examination (70%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions and/or true-false questions</li> <li>• Short essay questions</li> </ul> <p><u>Evaluation Objective:</u> To understand the fundamentals of the course.</p> <p><u>Evaluation Criteria:</u> Comprehensiveness, accuracy, and critical evaluation.</p>	

<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>	<p>II. Individual Project (30%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• written work</li> <li>• public presentation</li> </ul> <p><u>Evaluation Objective:</u> To examine students' skills and to enhance students' presentation skills.</p> <p><u>Evaluation Criteria:</u> Degree of specifications' satisfaction, Categorization-organization-adaptation of material, structure and clarity of written text, organization and management of individual project and presentation.</p>
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## 5. ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ul style="list-style-type: none"> <li>• Robbins, S.P. &amp; Coulter, M.A. (2021). <i>Management</i>. Pearson</li> <li>• Bateman, T. S., Snale, S. A. &amp; Konopaske R. (2018). <i>Management Leading &amp; Collaborating in A Competitive World</i>. 13<sup>th</sup>e. McGraw Hill</li> <li>• Hitt, M.A., Black, S., Porter, L.W. (2014), <i>Management</i>. 3<sup>rd</sup>e. Pearson.</li> </ul> <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> <li>• Harvard Business Review (<a href="https://hbr.org/">https://hbr.org/</a>)</li> <li>• Journal of Management History – Emerald (<a href="https://www.emerald.com/insight/publication/issn/1751-1348">https://www.emerald.com/insight/publication/issn/1751-1348</a>)</li> <li>• Journal of Management – Sage (<a href="https://journals.sagepub.com/home/jom">https://journals.sagepub.com/home/jom</a>)</li> <li>• Journal of Business Research – Elsevier (<a href="https://www.sciencedirect.com/journal/journal-of-business-research">https://www.sciencedirect.com/journal/journal-of-business-research</a>)</li> <li>• The Academy of Management Journal – AOM (<a href="https://aom.org/research/journals/journal">https://aom.org/research/journals/journal</a>)</li> <li>• Journal of Management Studies – Wiley (<a href="https://onlinelibrary.wiley.com/journal/14676486">https://onlinelibrary.wiley.com/journal/14676486</a>)</li> </ul>
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## INTRODUCTION TO PHILOSOPHY

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>			
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	1
<b>COURSE TITLE</b>	Introduction to Philosophy		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Seminars		3	6

<b>COURSE UNIT TYPE</b>	Special Background course
<b>PREREQUISITES :</b>	
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>

## 2. LEARNING OUTCOMES

### Learning Outcomes

This course will introduce students to a number of big questions in philosophy with a special emphasis on logic, moral philosophy, epistemology, metaphysics and the meaning of justice. Students will engage in a brief overview of some of the answers that have been proposed to these, and other, questions. The course functions as an introduction to the more specialised philosophical modules offered in subsequent years of your degree. Throughout the course, students will be examining these and similar questions from the point of view of a variety of philosophers, including Plato, Aristotle, John Stuart Mill, Immanuel Kant, and David Hume.

On successfully completing the module students will be able to:

- Demonstrate understanding of the basic questions about the nature of moral philosophising through an examination of a range of moral thinkers and schools;
- Articulate their own view of the relative merits of different positions in key debates and engage critically with other points of view.
- Recognise the distinctive contributions made by various texts that are central to the history of philosophy and critically engage with the arguments presented therein.

### General Skills

- Logical Reasoning
- Teamwork
- Critical Thinking

## 3. COURSE CONTENTS

A mix of lectures, seminars, structured reading, assignments, and class discussion will furnish students with the skills essential for critical and reflective thinking.

1. Basics of Ancient Greek Philosophy
2. Indian and Chinese Philosophy
3. Socrates, Plato, Aristotle
4. Evolution of Moral Philosophy
5. Aesthetics
6. Introduction to Political Philosophy
7. Continental and Contemporary Philosophy I
8. Continental and Contemporary Philosophy II

- 9. Deconstructing Eurocentricity in Philosophy
- 10. Metaphysics
- 11. Post Modernism
- 12. Logic

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	25
	Preparation of Group Projects	26
	Seminars	40
	Independend and Directed Learning	20
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<b>I. Final Examination 60 %</b> (Summative Evaluation) includes: - Written exam <b>II. Presentation 40%</b>	

#### 5. RESOURCES

- Recommended Book and Journal Article Resources:

- Baggini, J. and Fosl, P., 2003. *The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods*. Oxford: Blackwell.
- Hodges, W., 2001. *Logic*. 2nd ed. London: Penguin.
- Blackburn, S., *Think: A Compelling Introduction to Philosophy* (OUP, 2001)
- Guttenplan, S., Hornsby, J. & Janaway, C., *Reading Philosophy: Selected Texts with a method for Beginners* (Blackwell, 2002)

# SEMESTER 2-YEAR 1

## ORGANISATIONAL BEHAVIOUR

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	2
<b>COURSE TITLE</b>	ORGANISATIONAL BEHAVIOUR		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops		3	6
<b>COURSE UNIT TYPE</b>			
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>This course provides a comprehensive analysis of individual and group behavior in organizations. Its purpose is to provide an understanding of how organizations can be managed more effectively and at the same time enhance the quality of employees work life. Topics include motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, decision making, communication and organizational change and development.</p> <p>On successful completion of this module students should be able:</p> <ul style="list-style-type: none"> <li>• Explain and discuss key concepts from the field of Organisation Behaviour</li> <li>• Understand and discuss the importance of underlying assumptions to problem-solving</li> <li>• Understand and evaluate models and major theories of phenomena such as individual behaviour, group dynamics, decision-making, occupational stress, leadership, culture and conflict and how these are put into practice by organisations</li> <li>• Compare and contrast alternative perspectives on complex organisational issues</li> <li>• Apply concepts and ideas to real-world issues and problems.</li> </ul>
<b>General Skills</b>
<p>Students will be able to understand how to operate effectively within group settings, apply different models of decision-making to different contingencies, debate and critically evaluate the characteristics of effective leadership, recognize the influences on organisational</p>

processes, diagnose the root cause of a variety of organisational problems, analyse workplace behaviours from one or more theoretical perspectives/frames, evaluate the usefulness of a range of ways of analysing organisational problems, research and recommend solutions for key OB-related challenges managers face.

### 3. COURSE CONTENTS

1. Introduction to Organizational Behaviour
2. Perspectives on Individual Behavior
3. Values, Attitudes and Their Effects in the Workplace
4. Stress at Work
5. Motivation at Work
6. Working in Groups and Teams
7. Organizational Structure
8. Organizational Power, Politics, Conflict and Negotiation
9. Leadership in Organizational Settings
10. Decision Making, Creativity, and Ethics
11. Organizational Culture - The Impact of National Culture on Organizational Behavior
12. Organizational Change
13. Course Review – Case Studies for Critical Thinking

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the moodle platform of University of West Attica.	
<b>TEACHING METHODS</b>	<b>Method description</b>	<b>Semester Workload</b>
	Lectures	39
	Class Work/Workshop	<b>TBC</b>
	Preparation of Group Projects	<b>TBC</b>
	Lab Excursuses	<b>TBC</b>
	Independed and Directed Learning	<b>TBC</b>
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems concerning the design and development of Data Base applications</li> </ul> <p><b>II. Group Project (40%) (Summative Evaluation):</b> Course Work in groups of 2 or 3 students.</p> <p><u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Cleanness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>	

### 5. RESOURCES

- Recommended Resource-latest versions of:



- Stephen Robbins, Timothy Judg, (2018), Organizational Behavior (What's New in Management), Pearson
- Edwin A. Locke, Craig L. Pearce (2023), Handbook of Principles of Organizational Behavior: Indispensable Knowledge for Evidence-Based Management 3rd Edition, Wiley
- Paul E. Smith, Wendy Yellowley, Christopher J. McLachlan (2021), Organizational Behaviour Managing People in Dynamic Organizations, Routledge
- Daniel King, Scott Lawley (2016), Organizational Behaviour, Oxford University Press

## MODERN PHILOSOPHY

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>			
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	2
<b>COURSE TITLE</b>	Modern Philosophy		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Seminars		3	6
<b>COURSE UNIT TYPE</b>	Special Background course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>This course examines some important contemporary philosophical debates and philosophers. At the centre of the debates are classic philosophical questions about human life, good and evil, justice, and the possibility of knowledge, as they confront us today.</p> <p>On successfully completing the module students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge about how classical philosophical theories and concepts pertain to contemporary philosophical problems</li> <li>▪ Explore about some contemporary philosophical debates</li> <li>▪ Argue for and against various positions within contemporary philosophical debates</li> </ul>

**General Skills**

- Logical Reasoning
- Teamwork
- Critical Thinking

**3. COURSE CONTENTS**

1. Problems of Philosophy
2. Contemporary Theories of Reality
3. Philosophy of Work
4. Can Markets be Ethical?
5. Modern Philosophy of Religion
6. Health and Social Care Dilemmas
7. Environmental Justice
8. Human Rights and Global Governance
9. Disability, Values & Society
10. Radical Philosophy
11. Technology and Values
12. Deconstructing Modernity

**4. TEACHING METHODS - ASSESSMENT**

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	25
	Preparation of Group Projects	26
	Seminars	40
	Independent and Directed Learning	20
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<b>I. Final Examination 60 % (Summative Evaluation) includes:</b> - Written exam <b>II. Presentation 40%</b>	

**5. RESOURCES**

- *Recommended Book and Journal Article Resources:*

Bronner Stephen Eric (ed). Twentieth Century Political Theory: A Reader. NY: Routledge, 2006.

Cahn, Steven M. Political Philosophy: The Essential Texts. Cambridge: Oxford University Press, 2004.

# ECONOMICS

## 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	2 <sup>nd</sup>
<b>COURSE TITLE</b>	ECONOMICS		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures and Seminars		3	6
<b>COURSE UNIT TYPE</b>	Special Background course		
<b>PREREQUISITES :</b>	None		
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>This module allows students to develop an understanding of fundamental concepts in micro and macroeconomic analysis by equipping them with a range of appropriate analytical skills, including descriptive, graphical and mathematical methods.</p> <p>At the end of the module, students will be expected to:</p> <ul style="list-style-type: none"> <li>• Describe and evaluate the models and methods used in economic analysis.</li> <li>• Formulate real world examples in the language of economic modelling.</li> <li>• Apply and use the economic models to analyse these issues.</li> <li>• Assess the potential and limitations of the models and methods used in economic analysis.</li> </ul>
<b>General Skills</b>
<ul style="list-style-type: none"> <li>• Analytical thinking</li> <li>• Problem-solving</li> <li>• Policy evaluation</li> <li>• Economic reasoning</li> </ul>

## 3. COURSE CONTENTS

<p><b>Indicative Content</b></p> <p><i>Microeconomics</i></p> <ul style="list-style-type: none"> <li>• <i>The Theory of Consumer Behaviour</i></li> <li>• <i>The Theory of the Firm</i></li> <li>• <i>Markets: Demand and Supply</i></li> </ul>
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<ul style="list-style-type: none"> <li>• <i>Factors Market</i></li> <li>• <i>Coordination and Welfare</i></li> </ul> <p><b>Macroeconomics</b></p> <ul style="list-style-type: none"> <li>• <i>Aggregation</i></li> <li>• <i>The Goods Market</i></li> <li>• <i>Money and Banking</i></li> <li>• <i>General Equilibrium</i></li> <li>• <i>Prices, Inflation and the Phillips Curve</i></li> <li>• <i>Unemployment</i></li> <li>• <i>Exchange Rate Determination and the Money Sector</i></li> <li>• <i>Economic Growth</i></li> <li>• <i>Business Cycles</i></li> <li>• <i>International Trade</i></li> </ul>
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#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Class Work/Workshop	TBA
	Preparation of Group Projects	TBA
	Independent and Directed Learning	TBA
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>I. Written Exam (70%) (Summative Evaluation)</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problem solving exercises</li> </ul> <p><b>II. Mid-Term Exam (30%) (Summative Evaluation):</b> Multiple Choice questions</p>	

#### 5. RESOURCES

<p>- <i>Recommended textbooks</i></p> <ul style="list-style-type: none"> <li>• Richard Lipsey and Alex Chrystal, Economics, Oxford University Press, 13th ed, 2015</li> <li>• Michael Parkin, Melanie Powell and Kent Matthews, Economics, Addison-Wesley, Pearson Education, 8th ed, 2012</li> <li>• Begg, D., S. Fischer and R. Dornbusch Economics. 2014 (McGraw Hill).</li> </ul>
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### INFORMATION TECHNOLOGY AND PEOPLE

#### 1. GENERAL

<b>SCHOOL</b>	MANAGEMENT AND ECONOMY
<b>DEPARTMENT</b>	

<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	2th
<b>COURSE TITLE</b>	Information Technology and People		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Laboratory Exercises		3	6
<b>COURSE UNIT TYPE</b>	Special Background Course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	ENGLISH		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

## 2. LEARNING OUTCOMES

### Learning Outcomes

After successfully completion of the course, students will be able to:

- Understand the basic principles of computer science
- Understand basic concepts in information management
- To explain the structure of a computer system and the process of creating and executing a program by the PC
- Apply problem solving skills, efficient practices and standards to Information Technologies;
- Identify and evaluate organizational requirements with the current and emerging technologies;
- Select, design, integrate and administer IT-based solutions within an organization-al environment;
- Use critical thinking skills as well as practical knowledge within the field of IT;
- Describe the impact of IT solutions in a global, societal, and ethical context;
- Follow the latest developments within the field of IT
- Create small-scale programs to solve simple practical problems

### General Skills

- Individual work
- Teamwork
- Decision Making
- Improvement of free, creative and inference thinking
- Search, analysis and aggregation of data and information with the utilisation of the required technology

## 3. COURSE CONTENTS

The practical part of the course includes the teaching of real world application and the development of applications with specific software (MS EXCEL/SOLVER, LINDO, MATLAB, ENVI)

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform. Use of the MS EXCEL, LINDO and ENVI/IDL software Use of software developed by the Teaching Team.	
<b>TEACHING METHODS</b>	<b>Method description</b>	<b>Semester Workload</b>
	Lectures	39
	Class Work/Workshop	13
	Preparation of Group Projects	45
	Lab Excursuses	13
	Independend and Directed Learning	40
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>Theoretical Part (60%)</b></p> <p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems solutions with the taught methods</li> </ul> <p><b>II. Group Project (30%) (Summative Evaluation):</b></p> <p><u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul> <p><b>III. Laboratory - Oral presentaion (10%)</b> (Formative Evaluation): Oral Examination.</p>	

#### 5. RESOURCES

- <i>Recommended Book and Journal Article Resources:</i>
- <i>Recommended Journals:</i>
<ul style="list-style-type: none"> <li>• Introduction to Information Systems: People, Technology and Processes 3rd Edition, by Patricia Wallace, Pearson 2017</li> <li>• Introduction to Information Systems, 7th Edition, by R. Kelly Rainer, 2017, Wiley</li> </ul>

### LOGIC AND CRITICAL REASONING

#### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>			
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	2
<b>COURSE TITLE</b>	Logic and Critical Reasoning		

COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures, Workshops and Seminars		3	6
<b>COURSE UNIT TYPE</b>	Special Background course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

## 2. LEARNING OUTCOMES

Learning Outcomes
<p>This course is designed as a practical introduction to the basic concepts of logic and to various informal methods of argument analysis. The objectives of the course are</p> <ul style="list-style-type: none"> <li>• to equip students with the necessary analytical tools to understand and engage critically with philosophical, legal and policy texts</li> <li>• to support students to write and reason in an ordered way.</li> <li>• to engage with rudimentary logical concepts such as inference, deduction and induction, and validity and soundness</li> </ul>
General Skills
<ul style="list-style-type: none"> <li>- Logical Reasoning</li> <li>- Teamwork</li> <li>- Critical Thinking</li> <li>- Presentation skills</li> </ul>

## 3. COURSE CONTENTS

<p>A mix of lectures, seminars, structured reading, assignments, and class discussion will furnish students with the skills essential for critical and reflective thinking.</p> <ol style="list-style-type: none"> <li>1) Basic logical concepts: Propositions, arguments, premises explanations, truth and validity</li> <li>2) Analysing arguments and solving logical problems</li> <li>3. Functions of language and definitions</li> <li>4) Logical fallacies &amp; cognitive biases</li> <li>5) Deductive Aristotelian logic: categorical propositions</li> <li>6) Deductive symbolic logic: truth tables, conditional statements, refutation by logical analogy</li> <li>7) Inductive reasoning: analogy, causation, science, hypothesis, and probability</li> <li>8) Philosophical traditions in social science research</li> <li>9) Thinking and reading critically, writing argumentatively</li> <li>10) Beyond logic: Intuition, emotions, values and reflection</li> </ol>
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## 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class
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<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	25
	Preparation of Group Projects	26
	Seminars	40
	Independent and Directed Learning	20
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<b>I. Final Examination 60 %</b> (Summative Evaluation) includes: - Written exam <b>II. Presentation 40%</b>	

## 5. RESOURCES

- Recommended Book and Journal Article Resources:

- Bowell, Tracy and Gary Kemp. Critical Thinking: A Concise Guide, 4th Ed. Routledge, 2015. [Selected Chapters].
- Copi, Irving M. and C. Cohen. Introduction to Logic, 10th Ed. Prentice Hall, 1998. [Selected Chapters].
- Morrow, David R. and Anthony Weston. A Workbook for Arguments: A Complete Course in Critical Thinking. Hackett. 2011. [Selected Chapters].

## PERSONAL DEVELOPMENT AND ACADEMIC SKILLS- SEMINAR

### 1.GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMIC AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	Foreign Studies		
<b>LEVEL OF STUDY</b>	Undergraduate		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	<b>2</b>
<b>COURSE TITLE</b>	Personal Development and Academic Skills- Seminar		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures		2	0
<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>	Skills development
<b>PREREQUISITES:</b>	None
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	Yes
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">moodle.uniwa.gr</a>

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The aim of this course is to develop students' communication skills that will enable them to function effectively in a business environment. The course offers a practical approach to corporate communication that includes training in the principles and key elements of business writing and the effective delivery of oral and written presentations. The course content focuses on selected written and oral forms of communication related to topics and issues critical to students of Business Studies.</p> <p>Upon successful completion of this course, students should be able to</p> <ul style="list-style-type: none"> <li>• write effective and concise letters and memos employing appropriate business format;</li> <li>• prepare informal and formal reports that include analysis and offer recommendations;</li> <li>• participate in meetings and conduct proper techniques in telephone usage;</li> <li>• summarise personal achievements and skills in appropriate formats for future employers or academic institutions;</li> <li>• perform effectively interviews</li> <li>• prepare and deliver an oral presentation utilizing electronic software;</li> <li>• realize the impact of language usage on applying business etiquette to a variety of professional situations;</li> <li>• recognize the importance of cultural differences and how they affect communication in a business environment.</li> </ul>
<b>General Skills</b>
<ul style="list-style-type: none"> <li>• collaborative skills through team work</li> <li>• capacity to adapt to new situations</li> </ul>

## 3. COURSE CONTENT

<p><i>Business Communication Skills</i></p> <ul style="list-style-type: none"> <li>- Introduction to Business Communication course: The functions of business communication / Written and Oral communication in business /Style and Register</li> <li>- Basic Sentence Grammar/Cohesion/Punctuation</li> <li>- English for Socializing: introducing yourself, welcoming a visitor, offering/accepting hospitality, talking about your work, ending a conversation</li> </ul>
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- Letters of Inquiry, Responses to Inquiries, Quotations
- Orders, Order Acknowledgement, Advice of Dispatch, Incoterms
- Collection letters
- Letters of Complaint and Letters of Adjustment
- Conducting Meetings: expressing opinions, making suggestions, agreeing/disagreeing, negotiating
- Writing minutes
- Banking and Credit Letters
- Telephone Communication: taking/leaving messages, making arrangements
- Writing memos and e-mails
- Writing a Business Report; Incorporating Graphics in writing: describing trends, expressing proportions, dealing with numbers
- Making an oral business presentation

*Career skills*

- Participating in job interviews
- Writing the Application or Cover letter; Resume and CV writing

**4. TEACHING METHODS - ASSESSMENT**

<b>MODE OF DELIVERY</b>	In-class lecturing	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures Structure and selected key elements of business writing, through presentation of guidelines and examples followed by practical applications; Activities for oral practice	26
	Preparation for a PowerPoint presentation and script on a business topic	TBC
	Independent learning	
	<b>TOTAL</b>	<b>TBC</b>
<b>ASSESSMENT METHODS</b>	Language of exams: English Essay and PowerPoint presentation	

## 5. COURSE MATERIAL

- Comford, J., Revell, R. & Scott, Ch. (2007) *Business Reports in English*. U.K. Cambridge University Press.
- Comford, J., Revell, R. & Scott, Ch. (2007) *Business Reports in English*. U.K. Cambridge University Press.
- Purdue Online Writing Lab (2017) Professional, Technical Writing. [Online] Available at: <https://owl.english.purdue.edu/owl/section/4/16/>
- Sweeney, S. (2003) *English for Business Communication*. Cambridge University Press

## SEMESTER 3- YEAR 2

### MANAGEMENT ACCOUNTING & CONTROL

#### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMIC AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	Foreign Studies		
<b>LEVEL OF STUDY</b>	Undergraduate		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	Management Accounting & Control		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>	<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>	
Lectures, Workshops and Seminars	3	6	
<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>	General background course		
<b>PREREQUISITES:</b>	None		
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	ENGLISH		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	Yes		
<b>MODULE WEB PAGE (URL)</b>	moodle.uniwa.gr		

#### 2. LEARNING OUTCOMES

Learning Outcomes
<p>The course aims to discuss the various roles and interpretations of management accounting information in management, and particularly in decision making and control.</p> <p>Specifically, the following issues are discussed:</p> <ul style="list-style-type: none"> <li>○ cost analysis</li> <li>○ strategic planning and budgeting</li> <li>○ performance measurement and evaluation</li> <li>○ pricing</li> </ul>

General Skills
<p>After the successful completion of this course the student will be able to:</p> <ul style="list-style-type: none"> <li>○ understand various cost systems: e.g., job order costing, process costing, ABC costing</li> <li>○ understand the nature of control</li> <li>○ understand the controlling roles of accounting information</li> <li>○ understand the relationship between planning and control</li> <li>○ familiarize with various management control procedures</li> </ul>

**3. COURSE CONTENTS**

<ol style="list-style-type: none"> <li>1. Overview of management accounting and control</li> <li>2. Cost definition and concepts related to cost</li> <li>3. Costs classification</li> <li>4. Cost allocation</li> <li>5. Traditional costing and activity-based costing (ABC)</li> <li>6. Job-order costing</li> <li>7. Process costing</li> <li>8. Cost behavior analysis and control</li> <li>9. Budgeting, financial planning and control</li> <li>10. Performance measurement and control</li> <li>11. Analysis and interpretation of financial statements</li> <li>12. Pricing</li> <li>13. Conclusions of the module – Q&amp;A</li> </ol>
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**4. TEACHING METHODS - ASSESSMENT**

<b>MODE OF DELIVERY</b>	In class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	<b>Use of Interactive Whiteboard and projector. Support of learning process through the electronic classroom Moodle Management System</b>	
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	○ Lectures for the theoretical part of course, assisted by	39

	presentations in electronic form	
	<ul style="list-style-type: none"> <li>○ Practice by solving exercises</li> <li>○ Disposal of electronic teaching presentations to students</li> </ul>	
	○ Independent study	
	○ Course assignment	
	<b>Total Course (25 hours workload per credit unit)</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	Final exam including questions with short answer: 60% Course assignment: 30% Students' presence: 10%	

## 5. RESOURCES

- Crosson, S. & Needles, B. Jr. (2011). *Managerial Accounting*. 9<sup>th</sup> edition. South-Western Cengage Learning.
- Garrison, R., Noreen, E. & Brewer, P. (2012). *Managerial Accounting*. 14<sup>th</sup> edition. McGraw-Hill.
- Libby, R., Libby, P. & Short, G. (2011). *Financial Accounting*. 7<sup>th</sup> edition. McGraw-Hill.
- Ross, S., Westerfield, R. & Jaffe, J. (2002). *Corporate Finance*. 6<sup>th</sup> edition. McGraw-Hill.

## RESEARCH METHODS AND DATA ANALYTICS

### 1. GENERAL

<b>SCHOOL</b>	Business Economics and Social Sciences		
<b>DEPARTMENT</b>	Applied Philosophy and Business Decision Making		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	3
<b>COURSE TITLE</b>	Research Methods and Data Analytics		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Laboratory Exercises		3	6
<b>COURSE UNIT TYPE</b>	Special Background Course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	ENGLISH		

<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>

## 2. LEARNING OUTCOMES

Learning Outcomes
<p>The purpose and goal of the course is the complete consolidation and application of knowledge regarding the methodological framework for the implementation of research activities and the application of quantitative methods of Descriptive Statistics, Probability Theory and Data Analytics used in the Quantitative Analysis of case studies found in Economic Sciences, in Social Sciences, Business Administration and Marketing. Upon successful completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>• Prepare and design research project and activities designs;</li> <li>• Carry out literature reviews on research topics;</li> <li>• Prepare the appropriate research questions;</li> <li>• Design qualitative or quantitative researches</li> <li>• Plan a mixed method appropriate to the research Objects;</li> <li>• Use the appropriate statistical and Analytical method for the scopes of the research</li> <li>• Use the appropriate quantitative, qualitative and/or mixed methods;</li> <li>• Analyse and Evaluate the results and the findings</li> <li>• Develop the critical thinking;</li> <li>• interact effectively with a group, contributing ideas, giving feedback and collaborating with others;</li> <li>• manage self-directed learning using recommended resources;</li> </ul>
General Skills
<ul style="list-style-type: none"> <li>- Individual work</li> <li>- Teamwork</li> <li>- Decision Making</li> <li>- Improvement of free, creative and inference thinking</li> <li>- Search, analysis and aggregation of data and information with the utilisation of the required technology</li> </ul>

## 3. COURSE CONTENTS

<ul style="list-style-type: none"> <li>• Introduction to Research Methods</li> <li>• Research Practice and Ethics</li> <li>• Research Design and Implementation Methodologies</li> <li>• Quantitative Data Analysis</li> <li>○ Basic Concepts of Statistics,</li> <li>○ Sampling, Collection, Presentation of Statistical Observations.</li> <li>• Summary of statistics with the help of descriptive measures and charts. Data Summary Using escriptive Measures. Measures of position and dispersion. Curvature and Asymmetry. Frequency table for discrete quantitative observations. Frequency polygon, histograms and pie charts. Calculating cumulative frequencies and plotting cumulative frequencies.</li> <li>• Elements of Set Theory, Combinations- Permutations- Arrangements- Binomial Theorem.</li> <li>• Quality analysis</li> </ul>
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- Introduction to Qualitative Analysis
- Design and implementation of qualitative analysis methods
- Analysis and Processing of Qualitative Data
- Design and Implementation of a Combination of Qualitative and Quantitative Analysis Methods
- Case Studies

The practical part of the course includes the teaching of real case studies and the Software SPSS, MATLAB and MS EXCEL

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform. Use of the MS EXCEL SPSS and MATLAB	
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	15
	Preparation of Group Projects	30
	Lab Excursuses	26
	Independend and Directed Learning	40
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>Theoretical Part (60%)</b></p> <p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems solutions with the taught methods</li> </ul> <p><b>II. Group Project (30%) (Summative Evaluation):</b></p> <p><u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>● Completeness - 35%</li> <li>● Clearness - 25%</li> <li>● Documentation - 30%</li> <li>● Critical Evaluation- 10%</li> </ul> <p><b>III. Laboratory - Oral presentation (10%) (Formative Evaluation):</b> Oral Examination.</p>	

#### 5. RESOURCES

- Recommended Book and Journal Article Resources:

- Bryman, A., Social Research Methods, 4th Edition (Oxford: Oxford University Press, 2012).
- Cohen, L., Manion, L. and Morrison, K., Research Methods in Education, 6th Edition (London and New York: Routledge, 2007).

- Cresswell, J.W., Research Design: Qualitative, Quantitative and Mixed Methods Approach, 3rd Edition (California: Sage, 2009).
- Neuman, W.L., Social Research Methods: Qualitative and Quantitative Approaches, 7th Edition (Harlow: Pearson, 2014).
- Ragin, C.C., The Comparative Method: Moving beyond Qualitative and Quantitative Strategies (Berkeley: California University Press, 1987).
- Yin, R.K., Applications of Case Study Research, 2nd Edition (Thousand Oaks CA: Sage Publications, 2003).

## MARKETING THEORY & PRACTICE

### 1. GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE ECONOMIC AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	3rd
<b>COURSE TITLE</b>	MARKETING THEORY & PRACTICE		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Workshops-Project Work		3	6
<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>	Compulsory/Core Course		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES



## Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The course is intended to:

- Demonstrate fundamental marketing theories and the understanding of how they impact the business strategy
- Identify a selection of key approaches to marketing and the challenges faced by each in contemporary organisations
- Provide a basis for analysing, evaluating, challenging and interrogating conventional marketing theory, frameworks, techniques and practices from a philosophical point of view

Upon completion of the course students will be able to:

- Understand the central principles, key models and controversial issues in marketing.
- Locate marketing and strategy knowledge within the wider fields of business and management.
- Demonstrate an ability to understand contemporary theoretical perspectives and their practical applications.
- Demonstrate an informed and critically aware intellectual stance and developed analytical skills through the evaluation of cases.
- Demonstrate the ability to conduct effective research, synthesize logical arguments, and reference correctly
- Critically evaluate any business from a marketing management perspective.

## General Competences

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

Project planning and management

Respect for difference and multiculturalism

Adapting to new situations

Respect for the natural environment

Decision-making

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

Working independently

Criticism and self-criticism

Team work

Working in an international environment

Production of free, creative and inductive thinking

Working in an interdisciplinary environment

.....

Production of new research ideas

Others...

.....

- Search for, analysis/synthesis of data/information, with the use of the necessary technology
- Team work
- Individual work
- Work in an international environment
- Respect for the natural environment

## 3. SYLLABUS

The course is organized around topics such as:

1. Defining Markets, Marketing and Marketing Strategy
2. Analysing the Marketing Environment, Managing Marketing Information
3. Consumer/Business Markets and Consumer/Business Buyer Behaviour
4. Customer-Driven Marketing Strategy
5. Product, Services and Brand Management
6. New Product Development and Product Life-Cycle Strategies
7. Pricing and Pricing Strategies
8. Marketing Channels, Retailing and Wholesaling
9. Communicating customer Value – Integrated Marketing Communication
10. Advertising and Public Relations, Personal Selling and Sales Promotion
11. Direct and Digital Marketing, Creating competitive Advantage
12. The Global Marketplace
13. Class Presentations and Review

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the LMS platform of University of West Attica (Moodle) and MS Teams Communication Platform  MS Excel and other dedicated software packages are going to support the teaching of the necessary analytical tools	
<b>TEACHING METHODS</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>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Preparation of Individual Project	45
	Presentation of Individual Project/ class discussions	25
	Independent and Directed Learning	41
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</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>	<p>I. Final Examination (70%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions and/or true-false questions</li> <li>• Short essay questions</li> </ul> <p><u>Evaluation Objective:</u> To understand the fundamentals of the course.</p> <p><u>Evaluation Criteria:</u> Comprehensiveness, accuracy, and critical evaluation.</p> <p>III. Individual Project (30%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• written work</li> <li>• public presentation</li> </ul>	

<p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><u>Evaluation Objective:</u> To examine students' skills and to enhance students' presentation skills.</p> <p><u>Evaluation Criteria:</u> Degree of specifications' satisfaction, Categorization-organization-adaptation of material, structure and clarity of written text, organization and management of individual project and presentation.</p>
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## 5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> <li>• Kotler, P.T., Armstrong, G. (2017), <i>Principles of Marketing</i>, 14<sup>th</sup>e, Pearson.</li> <li>• Fahy, J., Jobber, D. (2019), <i>Foundations of Marketing</i>, 6<sup>th</sup>e, Mc Grow Hill</li> <li>• Hooley, G. J., Piercy, N., Nicoulaud, B. (2020). <i>Marketing strategy and competitive positioning</i>, 7<sup>th</sup>e, Pearson.</li> </ul> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• European Journal of Marketing – Emerald (<a href="https://www.emerald.com/insight/publication/issn/0309-0566">https://www.emerald.com/insight/publication/issn/0309-0566</a>)</li> <li>• Journal of Marketing Theory and Practice – Taylor &amp; Francis (<a href="https://www.tandfonline.com/toc/mmtp20/current">https://www.tandfonline.com/toc/mmtp20/current</a>)</li> <li>• Journal of Marketing Management – Taylor &amp; Francis (<a href="https://www.tandfonline.com/toc/rjmm20/current">https://www.tandfonline.com/toc/rjmm20/current</a>)</li> <li>• Journal of Marketing – Sage (<a href="https://journals.sagepub.com/home/jmx">https://journals.sagepub.com/home/jmx</a>)</li> <li>• Journal of Marketing Research – Sage (<a href="https://journals.sagepub.com/home/mrj">https://journals.sagepub.com/home/mrj</a>)</li> <li>• Journal of Product and Brand Management – Emerald (<a href="https://www.emeraldgrouppublishing.com/journal/jpbm">https://www.emeraldgrouppublishing.com/journal/jpbm</a>)</li> </ul>	
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## LEADERSHIP PHILOSOPHY AND HRM

### 1. GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE ECONOMIC AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	3 <sup>rd</sup>
<b>COURSE TITLE</b>	LEADERSHIP PHILOSOPHY AND HRM		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures and Workshops-Project Work	3	6	

<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>	Core Course		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

## 2. 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 cover the important principles and techniques of human resource management and Leadership and assist students to appreciate the importance of its application in today's modern organization and management</p> <p>Upon completion of the course students will be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Critically analyze the strategic importance of human resource management and the role of today's human resource manager by the use of theoretical models and case study analysis</li> <li>• Explain key techniques in the application of human resource management and Leadership by the use of theoretical models and case study analysis</li> <li>• Carry out job analysis and prepare of job descriptions and job specifications by the use of theoretical models and case study analysis</li> <li>• Critically evaluate recruitment and selection methods by the use of theoretical models and case study analysis</li> <li>• Critically evaluate training and development as a strategic tool by the use of theoretical models and case study analysis</li> <li>• Explain the role of HRM in career development and critically analyze issues of performance management by the use of theoretical models and case study analysis</li> <li>• Critically analyze the legal framework and explain the roles of unions and employee relations by the use of theoretical models and case study analysis.</li> </ul>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma</i></p>

<i>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>Production of new research ideas</i>	<i>Others...</i>
	.....
<ul style="list-style-type: none"> <li>• Working independently</li> <li>• Teamwork</li> <li>• Decision-making</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>	

### 3. SYLLABUS

<p>The course is organized around topics such as:</p> <ol style="list-style-type: none"> <li>1. Introduction to Human Resource Management</li> <li>2. Strategic Human Resource Management</li> <li>3. Leadership: Theories of Leadership</li> <li>4. Teams – Teamwork and Team Building</li> <li>5. Flexible work</li> <li>6. Legal Framework &amp; Managing Diversity</li> <li>7. Job Analysis</li> <li>8. Recruitment and Selection</li> <li>9. Training &amp; Career Development</li> <li>10. Performance Management</li> <li>11. Compensation</li> <li>12. Employee &amp; Labour Relations</li> <li>13. Class Presentations and Review</li> </ol>
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### 4. TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	In-Class	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Support of the learning process through the LMS platform of University of West Attica (Moodle) and MS Teams Communication Platform	
<p><b>TEACHING METHODS</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</i></p>	<p><b>Activity</b></p>	<p><b>Semester workload</b></p>
	Lectures	39
	Preparation of Individual Project (2500 – 3000 words)	36
	Presentation of Individual Project/ class discussions	25

<p>workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <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>	Independent and Directed Learning	50
	Course total	<b>150</b>
<p><b>STUDENT PERFORMANCE EVALUATION</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>	<p>I. Final Examination (70%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions and/or true-false questions</li> <li>• Short essay questions</li> </ul> <p><u>Evaluation Objective:</u> To understand the fundamentals of the course.</p> <p><u>Evaluation Criteria:</u> Comprehensiveness, accuracy, and critical evaluation.</p> <p>II. Individual Project (30%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• written work</li> <li>• public presentation</li> </ul> <p><u>Evaluation Objective:</u> To examine students' skills and to enhance students' presentation skills.</p> <p><u>Evaluation Criteria:</u> Degree of specifications' satisfaction, Categorization-organization-adaptation of material, structure and clarity of written text, organization and management of individual project and presentation.</p>	

## 5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> <li>• Bratton, J., Gold, J., Bratton, A., &amp; Steele, L. (2021). <i>Human resource management</i>. Bloomsbury Publishing.</li> <li>• Mathis, R. L., Jackson, J. H., &amp; Valentine, S. R. (2015). <i>Human resource management: Essential perspectives</i>. Cengage Learning.</li> <li>• Judge, T. A., &amp; Robbins, S. P. (2017). <i>Organizational behavior</i>. Pearson (latest ed.)</li> </ul> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• Human Resource Management Review – Elsevier (<a href="https://www.sciencedirect.com/journal/human-resource-management-review">https://www.sciencedirect.com/journal/human-resource-management-review</a>)</li> <li>• Human Resource Management Journal – Wiley (<a href="https://onlinelibrary.wiley.com/page/journal/17488583/homepage/productinformation.html">https://onlinelibrary.wiley.com/page/journal/17488583/homepage/productinformation.html</a>)</li> <li>• The International Journal of Human Resource Management – Taylor &amp; Francis (<a href="https://www.tandfonline.com/toc/rjih20/current">https://www.tandfonline.com/toc/rjih20/current</a>)</li> <li>• Journal of Organizational change management – Emerald (<a href="https://www.emerald.com/insight/publication/issn/0953-4814">https://www.emerald.com/insight/publication/issn/0953-4814</a>)</li> <li>• Journal of Management – Sage (<a href="https://journals.sagepub.com/home/jom">https://journals.sagepub.com/home/jom</a>)</li> </ul>
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- Journal of Business Research – Elsevier (<https://www.sciencedirect.com/journal/journal-of-business-research>)
- The Academy of Management Journal – AOM (<https://aom.org/research/journals/journal>)
- Journal of Management Studies – Wiley (<https://onlinelibrary.wiley.com/journal/14676486>)

## POLITICAL PHILOSOPHY

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>			
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	3
<b>COURSE TITLE</b>	Political Philosophy		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Seminars		3	6
<b>COURSE UNIT TYPE</b>	Special Background course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>This course is intended as an introduction to political philosophy as seen through an examination of some of the major texts and thinkers of the Western political tradition. Three broad themes that are central to understanding political life are focused upon: the polis experience (Plato, Aristotle), the sovereign state (Machiavelli, Hobbes), constitutional government (Locke), and democracy (Rousseau, Tocqueville). The way in which different political philosophies have given expression to various forms of political institutions and our ways of life are examined throughout the course.</p> <p>On successfully completing the module students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Analyse the views and arguments of key political philosophers.</li> <li>▪ Understand major texts of the Western political philosophers</li> <li>▪ Critically evaluate philosophical arguments around key political issues such as inequality, social rights, natural rights, sovereign state and democracy.</li> </ul>
<b>General Skills</b>
- Logical Reasoning

- Teamwork
- Critical Thinking

### 3. COURSE CONTENTS

The course will fall into two parts.

In the first part, a number of theories in analytic political philosophical are examined, typically including liberal ancient Greek philosophy, egalitarianism, libertarianism, socialism and communitarianism, as well as challenges to these from multiculturalist theories.

In the second part of the course, a selection of philosophical issues arising from the nature of contemporary society are explored. Topics covered will typically relate to gender, race and class.

Topics will include:

- voluntarist, deontological and teleological theories of political legitimacy
- the work of 'social contract' theorists such as Hobbes, Locke and Rousseau
- criticisms of the 'social contract' tradition
- political applications of the utilitarianism
- reflections on fairness and justice offered
- individualist and communal approaches
- feminist developments of, and criticisms of the 'social contract' tradition

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	25
	Preparation of Group Projects	26
	Seminars	40
	Independent and Directed Learning	20
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<b>I. Final Examination 60 % (Summative Evaluation) includes:</b> - Written exam <b>II. Presentation 40%</b>	

### 5. RESOURCES

- Recommended Book and Journal Article Resources:

Bagby, Larurie M. Political Thought: A Guide to the Classics. Belmont, CA: Wadsworth, CENAGE Learning, 2008.

Bronner Stephen Eric (ed). Twentieth Century Political Theory: A Reader. NY: Routledge, 2006.



Cahn, Steven M. Political Philosophy: The Essential Texts. Cambridge: Oxford University Press, 2004.

Losco, Joseph, and Leonard Williams, eds. Political Theory: Classic Writing Contemporary Views. New York, NY: St. Martins Press, 1992.

Wootton, David, ed. Modern Political Thought: Readings from Machiavelli to Nietzsche. 2nd ed. Indianapolis, IN: Hackett Publishing Inc., 2008.

## SEMESTER 4-YEAR 2

### CSR AND BUSINESS ETHICS

#### 1. GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE ECONOMIC AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	4 <sup>th</sup>
<b>COURSE TITLE</b>	CSR AND BUSINESS ETHICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Workshops-Project Work		3	6
<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>	Core Course		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		

<b>COURSE WEBSITE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>
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## 2. LEARNING OUTCOMES

### Learning outcomes

*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.*

*Consult Appendix A*

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The course intends to make clear the need for a new strategic decision-making approach within a firm based on Corporate Social Responsibility and Business Ethics. Theoretical Advances in stakeholder theory, corporate citizenship, public affairs management, corporate governance, business partnerships and corporate philanthropy. Topics like Cause Related Marketing, Green Marketing, are also covered in this course.

Upon completion of the course students will be able to:

- Analyse the role of the business as part of an interactive system and the role of a manager to adopt dynamic forces in order to build a successful business–society relationship. To describe a company’s market and non-market stakeholders.
- Identify a company’s market and non-market stakeholders and to be able to use competitive intelligence which can benefit the business and the society.
- Analyse the concept of Corporate Social Responsibility and to be able to argue for or against the argument that a business has an obligation to all its stakeholders.
- Analyse the concept of “Corporate Citizenship” and to identify where a business stands in its corporate citizenship development.
- Explain why businesses should act ethically, to know the code of ethical conduct as well as the stages of moral reasoning. To be in a position to promote an ethical environment in his/her workplace.
- Analyse the new pressures on scarce resources and the concepts of sustainable development
- Recognize the rights of a company’s stockholders, in alliance with the rights of the company’s employees, customers and all its non-market stakeholders. Must be in a position to understand the need for a business to act proactively in securing all its stakeholders’ rights in order to avoid government intervention

### General Competences

*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> .....
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Respect for the natural environment</li> <li>• Respect for difference and multiculturalism</li> </ul>	

### 3. SYLLABUS

<p>The course is organized around topics such as:</p> <p>Introduction to CSR  Historical Perspectives on CSR  Strategic CSR: Ambitions &amp; Critiques  Standards for CSR  Corporate Responsibility Reporting  CSR Communication  CSR &amp; Crisis Communication Strategies  CSR &amp; Reputation  Introduction to Business Ethics  Building Ethics at the Individual Level  Shareholders and Corporate Governance  Building Ethics at the Corporate Level  Review Course Learning Objective</p>
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### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In-Class																	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the LMS platform of University of West Attica (Moodle) and MS Teams Communication Platform  MS Excel and other dedicated software packages are going to support the teaching of the necessary analytical tools																	
<b>TEACHING METHODS</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>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Preparation of Individual Project</td> <td>36</td> </tr> <tr> <td>Presentation of Individual Project/ class discussions</td> <td>20</td> </tr> <tr> <td>Independent and Directed Learning</td> <td>55</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Course total</td> <td><b>150</b></td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Preparation of Individual Project	36	Presentation of Individual Project/ class discussions	20	Independent and Directed Learning	55					Course total	<b>150</b>	
<i>Activity</i>	<i>Semester workload</i>																	
Lectures	39																	
Preparation of Individual Project	36																	
Presentation of Individual Project/ class discussions	20																	
Independent and Directed Learning	55																	
Course total	<b>150</b>																	

<b>STUDENT PERFORMANCE EVALUATION</b>	<p>I. Final Examination (70%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• Multiple choice questions and/or true-false questions</li> <li>• Short essay questions</li> </ul> <p><u>Evaluation Objective:</u> To understand the fundamentals of the course.</p> <p><u>Evaluation Criteria:</u> Comprehensiveness, accuracy, and critical evaluation.</p> <p>III. Individual Project (30%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• written work</li> <li>• public presentation</li> </ul> <p><u>Evaluation Objective:</u> To examine students' skills and to enhance students' presentation skills.</p> <p><u>Evaluation Criteria:</u> Degree of specifications' satisfaction, Categorization-organization-adaptation of material, structure and clarity of written text, organization and management of individual project and presentation.</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>	

## 5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> <li>• Rasche, A., Morsing, M., Moon, J (2017), <i>Corporate Social Responsibility: Strategy, Communication, Governance</i>, 1st edition, Cambridge University Press.</li> <li>• Praveen Parboteeah, K., Cullen J. (2013), <i>Business Ethics</i>, 1st edition, Taylor &amp; Francis Group.</li> <li>• Dathe, T., Dathe, R., Dathe, I., &amp; Helmold, M. (2022). <i>Corporate Social Responsibility (CSR), Sustainability and Environmental Social Governance (ESG)</i> Springer, Cham.</li> <li>• Becker, C. (2019). <i>Business Ethics. Methods and Application</i>. New York and London: Routledge.</li> <li>• Williams, O. F. (2013). <i>Corporate social responsibility: The role of business in sustainable development</i>. Routledge.</li> <li>• Crane, A., &amp; Matten, D. (2016). <i>Business ethics. Managing corporate citizenship and sustainability in the age of globalization</i> (4th ed.). Oxford University Press.</li> </ul> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• Journal of Business Ethics– Springer (<a href="https://www.springer.com/journal/10551">https://www.springer.com/journal/10551</a>)</li> <li>• Corporate Social Responsibility and Environmental Management – Wiley (<a href="https://onlinelibrary.wiley.com/journal/15353966">https://onlinelibrary.wiley.com/journal/15353966</a>)</li> <li>• Business &amp; Society – Sage (<a href="https://journals.sagepub.com/home/bas">https://journals.sagepub.com/home/bas</a>) Academy of Management Review – Emerald (<a href="https://journals.aom.org/journal/amr">https://journals.aom.org/journal/amr</a> )</li> <li>• Journal of Management – Sage (<a href="https://journals.sagepub.com/home/jom">https://journals.sagepub.com/home/jom</a>)</li> </ul>
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## CORPORATE FINANCE

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	4th
<b>COURSE TITLE</b>	CORPORATE FINANCE		

COURSEWORK BREAKDOWN		TEACHING WEEKLY HOURS	ECTS Credits
Lectures and Seminars		3	6
<b>COURSE UNIT TYPE</b>	Special Background course		
<b>PREREQUISITES :</b>	None		
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

## 2. LEARNING OUTCOMES

Learning Outcomes
<p>The module aims to enable students to understand and apply the basic concepts and theories of finance, provide an in-depth knowledge of the processes of financial management, enable students to understand and apply analytical skills to an array of financial instruments and provide the students with the ability to analyze and interpret the financial accounts of a company. On completion of this module, students should be able to apply theory to practice by analytically engaging in financial problem solving within a business organization as well as analyze and evaluate the impact of financial decisions on the firm and formulate strategies that are appropriate for the short, the medium, and the longer term, within a global business context.</p> <p>At the end of the module, students will be expected to:</p> <p>A. Knowledge &amp; Understanding</p> <p>Demonstrate in-depth understanding of the information and conceptual underpinnings in areas of business planning and managing business complexity.</p> <p>B. Cognitive skills</p> <p>Apply theory to practice by analytically engaging with the interconnected nature of business practices such as business management, design management, sustainability management, financial management, and marketing management in the global context.</p> <p>Identify and define complex managerial and organizational problems and apply appropriate knowledge as well as creative and entrepreneurial thinking to reach solutions.</p> <p>C. Practical and professional skills</p> <p>Analyze and evaluate the impact of business decisions and formulate strategies that are appropriate for the short, the medium, and the longer term, within a global business context.</p> <p>Apply problem-solving techniques drawn from business management, design management, sustainability management, financial management, and marketing management, as appropriate, to determine effective solutions.</p> <p>D Key transferable skills</p> <p>Take responsibility for their own work and utilize appropriate tools of evaluation to improve said work.</p>
General Skills
<p>The content and teaching/learning strategy will help students to develop the ability to understand, use and critically evaluate financial statements and financial reporting issues. In addition, students</p>

will develop their skill in communicating financial information while also developing the ability to analyse and communicated information as a key skill future professional employment.

### 3. COURSE CONTENTS

Indicative Content

The Role of Managerial Finance & Financial Markets

#### Financial Tools

The Time Value of Money

#### Valuation of Securities

Interest Rates and Bond Valuation

Stock Valuation

Risk & Return: Portfolio Theory

Capital Asset Pricing Model (CAPM)

The Cost of Capital

#### Long-Term Investment Decisions

Capital Budgeting Techniques: Introducing Discounted CF Methods and Risk in Investment Appraisal

Other Capital Budgeting Techniques

#### Long-Term Financial Decisions

Dividend Pay-out Policy

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	TBA
	Preparation of Group Projects	TBA
	Independend and Directed Learning	TBA
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>I. Final Examination (70%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems solving exercises</li> </ul> <p><b>II. Group Project (30%) (Summative Evaluation):</b> Real Life Case Study in groups of 2 or 3 students.</p>	

### 5. RESOURCES

- Recommended textbooks

- GITMAN L. J. & ZUTTER C.J. 2015 Principles of Managerial Finance Global Edition, 14/E. Pearson Education UK
- BRIGHAM, E. (2009); Financial Management: Theory and Practice, 13th edition, South-Western Cengage Learning.
- S. Ross, R. Westerfield, B. Jordan (2012); Fundamentals of Corporate Finance Standard Edition. McGraw-Hill

**Websites**

- Financial Times – [www.ft.com](http://www.ft.com)
- Bloomberg website – [www.bloomberg.com](http://www.bloomberg.com)
- [www.investorlink.com](http://www.investorlink.com)
- [www.bondsonline.com](http://www.bondsonline.com)
- [www.londonstockexchange.com](http://www.londonstockexchange.com)

**SOCIAL PHILOSOPHY****1. GENERAL**

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>			
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	4th
<b>COURSE TITLE</b>	Social Philosophy		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Laboratory Exercises		3	6
<b>COURSE UNIT TYPE</b>	Special Background course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

**2. LEARNING OUTCOMES****Learning Outcomes**

1. Explain key issues and controversies in social philosophy.
2. Explain and analyze various theories and arguments in social philosophy with reference to a particular social case or cases.
3. Understand the relationship between social philosophy and the shaping of the “social”.
4. Develop and explain the interplay between politics, philosophy and society.

**General Skills**

- Logical Reasoning
- Teamwork
- Critical Thinking
- Advocacy skills

**3. COURSE CONTENTS**

This module will build on previous discussions on epistemology and philosophy and expand on core philosophical issues and the social problems they raise.

1. Freedom & determinism / moral agency & responsibility.
2. Collective responsibility?
3. The Marxian view of morality.
4. & 5. Social context and moral ignorance.
6. & 7. Social change and moral agency: the case of slavery, abolition and emancipation.
8. Inequality, functional importance and incentives.
9. Personal/political agency & collective responsibility (1): Rich egalitarianism?
10. Personal/political agency & collective responsibility (2): Duties to alleviate absolute poverty?
11. Moral saintliness & the demandingness of morality.

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	25
	Preparation of Group Projects	26
	In-class seminars	40
	Independent and Directed Learning	20
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<b>I. Final Examination (100%) (Summative Evaluation)</b> includes: - Written exam	

#### 5. RESOURCES

- Recommended Book and Journal Article Resources:

T. Bender (ed.) (1992) The antislavery debate: capitalism and abolitionism as a problem in historical interpretation

G. Cohen (2000) If You're an egalitarian, how come you're so rich?

M. Moody-Adams (1997) Fieldwork in familiar places: morality, culture, and philosophy.

N. Pleasants (2008) 'Institutional wrongdoing and moral perception' Journal of Social Philosophy 39 (1), 96–115.

## MANAGEMENT INFORMATION SYSTEMS

### 1. GENERAL

<b>SCHOOL</b>	Business Economics and Social Sciences		
<b>DEPARTMENT</b>	Applied Philosophy and Business Decision Making		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	4 <sup>th</sup>
<b>COURSE TITLE</b>	Management Information Systems		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures		3	6
Workshops		1	
Laboratory Exercises		2	



<b>COURSE UNIT TYPE</b>	Special Background Course	
<b>PREREQUISITES :</b>		
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	ENGLISH	
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES	
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>	

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>After successfully completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Determine the role of information systems in businesses and organizations.</li> <li>• Explain how an information system can support both structured and dynamic processes in a business or organization.</li> <li>• Understand the management processes of Information Systems Development as well as the basic principles of agile development.</li> <li>• Analyze the relationships between business processes, information systems and information within the context of its strategic objective business/organization.</li> <li>• Apply modeling techniques and tools in the analysis of an Information System</li> <li>• Analyze the possibilities offered by current hardware, software, and network technology as well as the role of cloud computing in a business/organization.</li> <li>• Actively participate in working groups and understand the problems and difficulties that arise during the analysis and development of modern information systems in a company.</li> </ul>
<b>General Skills</b>
<ul style="list-style-type: none"> <li>- Individual work</li> <li>- Teamwork</li> <li>- Decision Making</li> <li>- Improvement of free, creative and inference thinking</li> <li>- Search, analysis and aggregation of data and information with the utilization of the required technology</li> </ul>

## 3. COURSE CONTENTS

<ul style="list-style-type: none"> <li>• Introduction to the course. Description, objectives, activities, workshops, group project, tasks, tools, etc.</li> <li>• Business as a System. Information in Business.</li> <li>• Business Processes, Information Systems, and Information.</li> <li>• Hardware, Software and Networks.</li> <li>• Cloud Computing and Information Systems.</li> <li>• Business Process Modeling and Information Systems.</li> <li>• Structured and Dynamic Processes.</li> <li>• Requirements Engineering &amp; Management.</li> <li>• Requirements Analysis.</li> <li>• Functional &amp; Non-functional Requirements.</li> <li>• System Functional Model.</li> <li>• Introduction to the UML language. Tools for developing UML Diagrams.</li> </ul>
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- Use Cases & Use Case Diagrams.
- Agile User Stories and Agile Development.
- System Data Model. Entity Relationship Diagrams.
- Data and Database Management Systems.

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class and asynchronous support through Moodle and MS Teams Platforms.	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	MS Teams (Microsoft) software to support team collaboration. E-Classroom Management Software (Moodle & MS TEAMS) to support the delivery of content and learning activities. Communication with students is achieved using special forums in Moodle, chat in MS Teams, and Mentimeter for real time feedback. Other software: DRAW.IO tool for the construction of the Use Case Diagrams and E-R Diagrams.	
<b>TEACHING METHODS</b>	<b>Method description</b>	<b>Semester Workload</b>
	Lectures	26
	Workshops	10
	Preparation of Group Projects	48
	Laboratory Exercises	26
	Independent and Directed Learning	40
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>Evaluation Language: English</b></p> <p>1. <b>Written Final Exam</b> (30%) (Summative) that includes: multiple-choice, true/false, and/or short-answer questions. The purpose of the assessment is to check the understanding of the basic concepts of the course. The evaluation criteria include: correctness, completeness, clarity and critical evaluation of the responses.</p> <p>2. <b>Teamwork</b> (50%) (Summative): Students work as a team to formulate a proposal for an Information System and then they analyze it. The work is developed in three phases. In each phase a corresponding relevant deliverable is developed. The final deliverable as well as the participation in self-assessment and peer review activities that take place in each phase are graded. The evaluation of the teamwork is based on criteria described in a special rubric. Students become familiar with the evaluation rubric by doing self-assessments and peer reviews in each deliverable.</p> <p>3. <b>Participation</b> (20%)(Formative) It concerns the participation in individual activities of the course that take place on a weekly basis for feedback purposes. It is done electronically through activities offered by Moodle and MS Teams Systems (practical exercises, commenting articles or videos, etc.). The purpose of the evaluation is to check the progress of students in relation to the educational</p>	

	<p>objectives, feedback, and possible adaptation of teaching (fine tuning). The only criterion for this evaluation is participation in the activities.</p> <p>There is a COURSE GUIDE on the course site and all the evaluation criteria are explicitly mentioned in this guide.</p>
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## 5. RESOURCES

### Books:

- McKinney Earl, Kroenke David. (2017). "Introduction to Management Information Systems: Processes, Systems and Information". Publication 2017, ISBN 9789963274055, BROKEN HILL PUBLISHERS LTD.
- Gary Spurrier, Heikki Topi (2021). SYSTEMS ANALYSIS AND DESIGN in an Age of Options. 2021 Prospect Press, Inc. ISBN 978-1-943153-70-1.
- Kroenke M.David, Boyle J.Randall. (2016). "Management Information Systems in Practice", Publication: 1st 2016, ISBN 9789963274048, BROKEN HILL PUBLISHERS LTD.
- David Avison, Guy Fitzgerald. (2017). "Information Systems Development", Publication 3rd 2017, ISBN 978-960-578-028-9. ΕΚΔΟΣΕΙΣ ΝΕΩΝ ΤΕΧΝΟΛΟΓΙΩΝ.
- Kenneth C. Laudon and Jane P. Laudon (2014) "Management Information Systems" 9/e, Pearson, Education, New Delhi.
- Turban E., Volonino L (2012) Information Technology for Management, 8th Edition, Wiley.

### Selected material from the web:

- Selected Video from Youtube such as: "Pay Per Laugh Theater", "Mark Zuckerberg: A Conversation with Mark Zuckerberg - Web 2.0 Summit 2010", "Splitting User Stories - Agile Practices", κοκ.

### Other selected material:

- Gelinas, Ulric, Steve Sutton & Jane Federowicz. 2008. Business Processes and Information Technology. [online]  
<http://precisionmi.com/Materials/PMISolutionsMat/BPITPreface2008.pdf>
- Nickols, Fred. 2012. "The difficult process of identifying processes: Why it isn't as easy as it sounds." [online] <http://www.nickols.us/difficult.pdf>

### Related Academic Journals:

- Information Systems Journal, ISSN:1350-1917, Wiley Publishers.
- Business and Information Systems Engineering, ISSN:1867-0202, Springer.
- Information Systems, ISSN:0306-4379, Elsevier.

## NEGOTIATIONS AND CONFLICT MANAGEMENT

### 1. GENERAL

<b>SCHOOL</b>	Business Economics and Social Sciences		
<b>DEPARTMENT</b>	Applied Philosophy and Business Decision Making		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	3th
<b>COURSE TITLE</b>	Negotiations and Conflict Management		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures		3	6
Workshops		1	

<b>COURSE UNIT TYPE</b>	Special Background Course
<b>PREREQUISITES :</b>	
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	ENGLISH
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The Negotiations and Conflict Managements constitute an essential object of the effective management while it is involved at all stages and processes and operations of Enterprises and organisations</p> <p>After completing the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and describe the modern understanding of conflicts and their importance.</li> <li>• Compare the alternative methods for negotiation and conflict resolution.</li> <li>• Distinguish and evaluate on a case-by-case basis the use of the most appropriate conflict resolution methods.</li> <li>• Be able to choose the appropriate form of conflicts resolution</li> <li>• Design and organise in practice the approach to resolve the conflict on a case-by-case basis</li> <li>• To argue and communicate effectively for conflict management</li> <li>• To design the negotiating position depending on the case</li> <li>• To successfully organize the environment for an efficient negotiation</li> </ul>
<b>General Skills</b>
<ul style="list-style-type: none"> <li>- Individual work</li> <li>- Teamwork</li> <li>- Decision Making</li> <li>- Improvement of free, creative and inference thinking</li> <li>- Search, analysis and aggregation of data and information with the utilisation of the required technology</li> </ul>

## 3. COURSE CONTENTS

<p>Essential Concepts of conflicts Management and negotiations.</p> <p>Basic Types of conflicts</p> <p>Conflict resolution Methods</p> <p>Conflict resolution methods and negotiation strategy</p>
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<p>Distributive Methodological Approach</p> <p>Unifying Methodological approach</p> <p>Management - Settling the contradictions - conflicts:</p> <p>The role of the Leader in Conflict Management</p> <p>Negotiation and institution of arbitration</p> <p>Self-awareness and communication in negotiations</p> <p>Effective Communication in Negotiations</p> <p>Culture, power and influence in negotiation</p> <p>Case Studies</p> <p>The practical part of the course includes the teaching of real world case studies and role playing</p>
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#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform. Use of the MS EXCEL, LINDO and ENVI/IDL software Use of software developed by the Teaching Team.	
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Class Work/Workshop/Practical	26
	Preparation of Group Projects	45
	Independent and Directed Learning	50
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>Theoretical Part (60%)</b></p> <p><b>I. Final Examination (50%)</b> (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems solutions with the taught methods</li> </ul> <p><b>II. Group Project (30%)</b> (Summative Evaluation):</p> <p><b>III. Mid Term Exams (20%)</b> (Summative Evaluation)</p> <p><u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>	

#### 5. RESOURCES

<ul style="list-style-type: none"> <li>• Lewicki, Saunders and Barry, Negotiation, McGraw-Hill, 2014 (7th ed.)</li> </ul>
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- McShane and Glinow, Organizational Behaviour: Emerging Knowledge, Global Reality, McGraw-Hill, 2015 (7th ed.)
- Jandt, F. E., & Gillette, P. (1985). Win-win negotiating: Turning conflict into agreement. New York: John Wiley.
- Stephan Proksch (2006), Conflict Management, Management for Professionals. Springer

## SEMESTER 5- YEAR 3

### ENTREPRENEURSHIP AND INNOVATION MANAGEMENT

#### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	5
<b>COURSE TITLE</b>	<b>Entrepreneurship and Innovation Management</b>		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS</b>
Lectures, Workshops and Laboratory Exercises		3	6
<b>COURSE UNIT TYPE</b>	General Background		
<b>PREREQUISITES:</b>	No		
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

#### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p>This course includes the appropriate practices and techniques for an efficient innovation management. It is common accepted that the innovation development is strongly related with the entrepreneurship. In this module, the students will focus on the innovation process from the perspective of the entrepreneurs. They will also learn the difference between the innovation and the invention and how an innovation can be generated, developed and commercialized.</p> <p>Due to the fact that the development of business firm which produces or adopts innovation, becomes a big challenge for the entrepreneurs, on the successful completion of this course the students should be able to critically discuss:</p> <ul style="list-style-type: none"> <li>- Theoretical framework of the innovation process and implementation.</li> <li>- The role of entrepreneurs on the innovation's development and diffusion</li> <li>- The meaning R&amp;D and its importance for the innovation development</li> <li>- Specific issues for the start up and spin off firms</li> </ul>
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- The management and the disclosure for the innovation expenses
- The business plan structure.

### General Skills

Students will be able to develop skills pertaining to Individual work, teamwork and critically apply their knowledge on the innovative entrepreneurship development. They will also have the skills to develop and commercialize an innovation, due to the fact that the innovative idea is useless if the entrepreneur does not know how it can be developed in the market.

### 3. COURSE CONTENTS

- Introduction to Innovation. Definition and types.
- Entrepreneurship and business development.
- Creativity, Innovation, R&D and Entrepreneurship.
- Intellectual property and Intangible Assets
- Innovation's Diffusion
- Start up and Spin off firms
- Funding the Entrepreneurship.
- Innovation Funding.
- Organizing a business plan.
- Business Strategy and Innovation.
- Case studies presentation

### TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHINGMETHODS</b>	<b>Method description</b>	<b>Semester Workload</b>
	Lectures	39
	Class Work/Workshop	15
	Preparation of Group Projects – case studies	40
	Lab Exercises	0
	Independent and Directed Learning	56
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENTMETHODS</b>	<p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions based on theory or on a given case study</li> </ul> <p><b>II. Group Project / Presentation or case study (40%) (Summative Evaluation):</b> Course Work in groups of 2 or 3 students. <b>Evaluation Criteria:</b></p> <ul style="list-style-type: none"> <li>• Completeness and Clearness - 35%</li> <li>• Presentation Skills - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>	

## 5. RESOURCES

-Recommended Resource-latest versions of:

- Drucker, P. (2014) *Innovation and Entrepreneurship*. HarperCollins Publishers Inc, N.Y, U.S
- Bessant, J., Tidd, J. (2015) *Innovation and Entrepreneurship*. John Wiley & Sons Inc
- Crumpton, M.A. (2012), "Innovation and entrepreneurship", *The Bottom Line, Vol. 25 No. 3*, pp. 98-101

Berman, A., Cano-Kollmann, M. & Mudambi, R. (2022) *Innovation and entrepreneurial ecosystems: fintech in the financial services industry*. *Rev Manag Sci*

## Sustainability Management

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	5
<b>COURSE TITLE</b>	<b>Sustainability Management</b>		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
	Lectures and Workshops	3	6
<b>COURSE UNIT TYPE</b>	Core		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<b>General Skills</b>
<p>This module is developed in the context of sustainability management concerning students who are interested in studying it and it adopts a marketing-oriented approach.</p> <p>The module aims to enhance students' knowledge and skills by applying the core principles of sustainability in firms' management. It is tailored towards students seeking to acquire a deeper knowledge and understanding of the core practices in the above mentioned dynamic and growing field.</p> <p>On the successful completion of this module students should be able to critically discuss:</p> <ul style="list-style-type: none"> <li>- the core theories, tools and principles of sustainability management;</li> <li>- the management functions and practices necessary for applying sustainability marketing in firms of different industries.</li> </ul>

### 3. COURSE CONTENTS

1. Twenty-first Century Micro and Macro Issues



2. Marketing and Society
3. Stakeholders in Marketing
4. The Role of Business in Society
5. The Role of the State in Society
6. Globalization and Protectionism
7. Contemporary Consumers
8. The Environmental Imperative
9. Environmentally Oriented Business
10. Sustainable Business Practices
11. Developing Markets
12. Poverty Alleviation

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Class Work/Workshop	TBC
	Preparation of Group Projects	TBC
	Lab Excursuses	TBC
	Independed and Directed Learning	TBC
	<b>TOTAL</b>	150
<b>ASSESSMENT METHODS</b>	<p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Critical thinking problems</li> </ul> <p><b>II. Group Project (40%) (Summative Evaluation):</b> Course work in groups of 2 or 3 students.</p> <p><b>Evaluation Criteria:</b></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>	

#### 5. RESOURCES

1. Peterson, M. (2021). Sustainable marketing: A holistic approach. Sustainable Marketing, 1-100.
2. Mulligan, M. (2017). *Introduction to sustainability*. Taylor & Francis.
3. Wheelen, T. L., Hunger, J. D., Hoffman, A. N., & Bamford, C. E. (2017). *Strategic management and business policy: globalization, innovation, and sustainability*. Vol. 55. Pearson.
4. Bass, S., & Dalal-Clayton, B. (2012). *Sustainable development strategies: a resource book*. Routledge.

## CONSUMER PSYCHOLOGY AND CONSUMER BEHAVIOUR

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	5

<b>COURSE TITLE</b>	<b>CONSUMER PSYCHOLOGY AND CONSUMER BEHAVIOUR</b>	
<b>COURSEWORK BREAKDOWN</b>	<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Laboratory Exercises	3	6
<b>COURSE UNIT TYPE</b>		
<b>PREREQUISITES :</b>	None	
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English	
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES	
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>	

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>This module aims to give the student a critical understanding of how consumer psychology influences consumer behaviours, which can be used in the development of more effective marketing strategies.</p> <p>On the successful completion of this module participants will be able to:</p> <ul style="list-style-type: none"> <li>- Critically analyse the influence of consumer psychology in the consumer decision-making process.</li> <li>- Demonstrate a deep and systematic understanding of the major buyer behaviour models and consumer psychology theories, constructs and variables contributing to these models</li> <li>- Evaluate and apply these psychological and behavioural constructs to support strategic and tactical marketing planning in an international context</li> <li>- Develop an ethical sensitivity and understanding of consumerism</li> <li>- Communicate and collaborate effectively and build positive relationships in a team environment</li> </ul>
<b>General Skills</b>
<ul style="list-style-type: none"> <li>- Students will be able to conduct independent learning, engage in group discussions and team work, and keep up-to-date with international consumer issues and changes in behaviours and assess how the consumer psychology theories can be applied.</li> </ul>

## 3. COURSE CONTENTS

Introduction to Consumer Psychology and Consumerism

Affects and cognitions I: Consumers' motivation and involvement

Affects and cognitions II: Perception - Exposure, attention and comprehension

Attitudes and intentions: consumer decision making

Behaviour: classical and operant conditioning, vicarious learning

Environment I: reference groups and opinion leaders

Environment II: culture and sub-culture

Consumer as an individual I: Personality and the Self

Consumer as an individual II: Consumer brain and Neuromarketing  
 Digital tools and their integration into consumer expectations: Sonic Branding, Social Media, Personalization  
 Segmentation and positioning strategy  
 Ethics in marketing, Consumer protection, Data Privacy

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica. .	
<b>TEACHING METHODS</b>	<b>Method description</b>	<b>Semester Workload</b>
	Lectures	39
	Class Work/Workshop	<b>TBC</b>
	Preparation of Group Projects	<b>TBC</b>
	Lab Excursuses	<b>TBC</b>
	Independend and Directed Learning	<b>TBC</b>
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems concerning the design and development of Data Base applications</li> </ul> <p><b>II. Group Project (40%) (Summative Evaluation):</b>          Course Work in groups of 2 or 3 students.  <u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>	

#### 5. RESOURCES

<p>- <i>Recommended Resource-latest versions of:</i></p> <ul style="list-style-type: none"> <li>- Solomon, M., Bamosy, G., Askegard, S. &amp; Hogg, M., (2019) Consumer Behaviour – A European Perspective – 7th Edition, Financial Times/Prentice Hall Europe</li> <li>- Schiffman Leon &amp; Wisenblit Joseph L. (2019) Consumer Behavior, 12th Edition, Pearson</li> <li>- Mothersbaugh, David L. &amp; Hawkins, Del I. &amp;, (2016), Consumer Behaviour, 13th edition or Later Edition, McGraw-Hill.</li> <li>- Solomon, M. R., White, K., Dahl, D. W., Zaichkowsky, J. L., &amp; Polegato, R. (2017). Consumer behavior: Buying, having, and being. Boston, MA: Pearson.</li> <li>- Babin B. J. &amp; Harris, E. G. (2015). Consumer Behaviour (7th ed.). Cengage Learning</li> <li>- Peter J.P., Olson J.C. (2008) Consumer Behaviour and Marketing Strategy, 8th Edition McGraw Hill International.</li> <li>- Kahneman, Daniel, Slovic, Paul, and Tversky Amos (1982) Judgement under uncertainty: heuristics and biases, Cambridge Publishing</li> <li>- Petty, Richard E. &amp; Cacioppo, John T. (1986). Communication and persuasion:</li> </ul>
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- central and peripheral routes to attitude change. Springer – New York
- Iyengar, S. (2011). *The art of choosing*. New York: Twelve.
  - Kahneman, Daniel (2011). *Thinking, fast and slow*.
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- Journal Articles
- Anderson, W. T., & Golden, L. L. (1984). Lifestyle and psychographics: a critical review and recommendation. *Advances in consumer research*, 11(1), 405-411.
  - Avis, M., Aitken, R., & Ferguson, S. (2012). Brand relationship and personality theory metaphor or consumer perceptual reality?. *Marketing theory*, 12(3), 311-331.
  - Batinic, B., & Appel, M. (2013). Mass communication, social influence, and consumer behavior: Two field experiments. *Journal of Applied Social Psychology*, 43(7), 1353-1368.
  - Bearden, W. O., & Etzel, M. J. (1982). Reference group influence on product and brand purchase decisions. *Journal of consumer research*, 183-194.
  - Bettman, James R., Mary Frances Luce, and John W. Payne (1998), "Constructive Consumer Choice Processes." *Journal of Consumer Research*, 25 (3), 187-217.
  - Brumbaugh, Anne M. (2002), "Source and Nonsource Cues in Advertising and Their Effects on the Activation of Cultural and Subcultural Knowledge on the Route to Persuasion," *Journal of Consumer Research*, 29 (2), 258-269.
  - Cacioppo, J. T., & Petty, R. E. (1984). The elaboration likelihood model of persuasion. *Advances in Consumer Research*, 11(1), 673-675.
  - Childers, T. L., & Rao, A. R. (1992). The influence of familial and peer-based reference groups on consumer decisions. *Journal of consumer research*, 198-211.
  - Choi, S. M., & Rifon, N. J. (2012). It is a match: The impact of congruence between celebrity image and consumer ideal self on endorsement effectiveness. *Psychology & Marketing*, 29(9), 639-650.
  - Cova, B. and Cova, V. (2002) Tribal Marketing: The tribalisation of society and its impact on the conduct of marketing, *European Journal of Marketing*, Vol. 36, No.5/6. pp. 595-620
  - Dholakia, U. M., Bagozzi, R. P., & Pearo, L. K. (2004). A social influence model of consumer participation in network-and small-group-based virtual communities. *International journal of research in marketing*, 21(3), 241-263.
  - Eben, H. (2019). Neuromarketing: What You Need to Know. *Harvard Business Review*. Special Issue, p 64-70
  - Eisend, M., & Stokburger-Sauer, N. E. (2013). Brand personality: A meta-analytic review of antecedents and consequences. *Marketing Letters*, 24(3), 205-216.
  - Fulberg, P. (2003). Using sonic branding in the retail environment—an easy and effective way to create consumer brand loyalty while enhancing the in-store experience. *Journal of Consumer Behaviour: An International Research Review*, 3(2), 193-198.
  - Goldsmith, Kelly & On Amir , (2010), Can Uncertainty Improve Promotions?, *Journal of Marketing Research*, Vol. 47 (December), pp. 1070 –1077
  - Green, J. Roger (2004), "Attention! (How to Interrupt, Yell, Whisper and Touch Consumers...)," *Journal of Consumer Behaviour*, 3 (4), p 2.
  - Gregan-Paxton, Jennifer, Jonathan D. Hubbard, Fredric F. Brunel, Pablo Azar (2002), "So That's What That Is," *Psychology and Marketing*, 19 (6), 533-550.
  - Gustafsson, Clara (2015) Sonic branding: A consumer- oriented literature review. *Journal of Brand Management* vol. 22, pp. 20–37.
  - Hoyer, W. D. (1984). An examination of consumer decision making for a common repeat purchase product. *Journal of consumer research*, 822-829.
  - Kassarijian, Harold H. (1971), "Personality and Consumer Behavior: A Review, *Journal of Marketing Research*, 8 (November), 409-419.

- Krugman, Herbert E. (1994), "Observations: Pavlov's Dog and the Future of consumer Psychology," *Journal of Advertising Research*, 34 (6), 67-70.
- Lysonski, S., Durvasula, S., & Zotos, Y. (1996). Consumer decision-making styles: a multi-country investigation. *European journal of Marketing*, 30(12), 10-21.
- Maglio, S. J. (2020). Psychological distance in consumer psychology: Consequences and antecedents. *Consumer Psychology Review*, 3(1), 108-125.
- Marsden, Paul S. (1998), "Memetics: a New Paradigm for Understanding Customer Behaviour and Influence," *Marketing and Intelligence & Planning*, 16(6), 363-368.
- Mathews, J. (2015). Brand Personality: Finding Compatibility Between Human Personality and Brand Characteristics. *IUP Journal of Brand Management*, 12(2), 21.
- McCracken, Grant (1989), "Who is the Celebrity Endorser? Cultural Foundations of the Endorsement Process," *Journal of Consumer Research*, 16 (December), 310-321.
- Minsky, Laurence & Fahey, Colleen (2014). What Does Your Brand Sound Like? *Harvard Business Review* (February), pp. 2-4
- Muniz, Albert M., and Thomas C. O'Guinn (2001), "Brand Community," *Journal of Consumer Research*, 27(4), 412-432.
- Nevid, J. S., & Pastva, A. (2014). "I'm a Mac" versus "I'm a PC": Personality Differences between Mac and PC Users in a College Sample. *Psychology & Marketing*, 31(1), 31-37.
- Orth, U. R., McDaniel, M., Shellhammer, T., & Lopetcharat, K. (2004). Promoting brand benefits: the role of consumer psychographics and lifestyle. *Journal of Consumer Marketing*, 21(2), 97-108.
- Petty, R. E., Cacioppo, J. T., & Kasmer, J. A. (2015). The role of affect in the elaboration likelihood model of persuasion. *Communication, Social Cognition, and Affect (PLE: Emotion)*, 117.
- Rucker, D. D., Tormala, Z. L., Petty, R. E., & Briñol, P. (2014). Consumer conviction and commitment: An appraisal-based framework for attitude certainty. *Journal of Consumer Psychology*, 24(1), 119-136.
- Shocker, A. D., Ben-Akiva, M., Boccara, B., & Nedungadi, P. (1991). Consideration set influences on consumer decision-making and choice: Issues, models, and suggestions. *Marketing letters*, 2(3), 181-197.
- Shukla, P., & Babin, B. J. (2013). Effects of consumer psychographics and store characteristics in influencing shopping value and store switching. *Journal of Consumer Behaviour*, 12(3), 194-203.
- Simonson, I., & Nowlis, S. M. (2000). The role of explanations and need for uniqueness in consumer decision making: Unconventional choices based on reasons. *Journal of Consumer Research*, 27(1), 49-68.
- Sridhar, K., Bezawada, R., & Trivedi, M. (2012). Investigating the drivers of consumer cross-category learning for new products using multiple data sets. *Marketing Science*, 31(4), 668-688.
- Stillman, P., Lee, H., Deng, X., Unnava, H. R., & Fujita, K. (2020). Examining consumers' sensory experiences with color: A consumer neuroscience approach. *Psychology & Marketing*, 37(7)
- Tsiros, M., & Mittal, V. (2000). Regret: A model of its antecedents and consequences in consumer decision making. *Journal of Consumer Research*, 26(4).
- Wells, W. D. (1975). Psychographics: A critical review. *Journal of Marketing Research*, 196-213.
- Westjohn, S. A., Singh, N., & Magnusson, P. (2012). Responsiveness to global and local consumer culture positioning: A personality and collective identity perspective. *Journal of International Marketing*, 20(1), 58-73.
- Wood, W., & Hayes, T. (2012). Social Influence on consumer decisions: Motives, modes, and consequences. *Journal of Consumer Psychology*, 22(3), 324-328.

Academic Journals

- Journal of Consumer Research
- Journal of Consumer Psychology
- Journal of Marketing Management
- Journal of Marketing
- European Journal of Marketing

## OPERATIONS MANAGEMENT STRATEGY

### 1. GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE, ECONOMICS AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	5th
<b>COURSE TITLE</b>	OPERATIONS MANAGEMENT STRATEGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	6	
<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>	Special background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The Operations Management course aims to provide students with a critical understanding of the scope and strategic importance of operations management and the role of operations managers, and an appreciation of the interaction of operations with the organization, employees, and customers.

On completion of this course students will be able to:

- understand the linkages between process and operations design, business strategy and globalization.
- understand the different elements of operations and how to analyze an operational environment in terms of these elements.
- appreciate the tools and techniques applicable in the context of operations in global dynamic organizations.
- understand the challenges facing the operations manager to exploit innovative practices (e.g., lean, new technologies and the growing social agendas, such as CSR).

### General Competences

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Criticism and self-criticism
- Production of free, creative, and inductive thinking

### 3. SYLLABUS

1. Introduction to Operations Management
2. Competitiveness, Strategy, and Productivity
3. Product and Service Design – Reliability
4. Strategic Capacity Planning for Products and Services - Decision Theory
5. Process Selection and Facility Layout

6. Work Design and Measurement - Learning Curves
7. Location Planning and Analysis
8. Management of Quality - Quality Control
9. Aggregate Planning and Master Scheduling
10. Inventory Management (MRP ERP, JIT and Lean Operations)
11. Supply Chain Management
12. Scheduling
13. General Review of Material

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the LMS platform of University of West Attica (Moodle) and MS Teams Communication Platform  MS Excel and other dedicated software packages are going to support the teaching of the necessary analytical tools	
<b>TEACHING METHODS</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>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Preparation of Individual Project (2500 – 3000 words)	35
	Presentation of Individual Project/ class discussions	21
	Independent and Directed Learning	55
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</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>	<p>I. Final Examination (70%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• Short essay questions</li> <li>• Problem solving</li> </ul> <p><u>Evaluation Objective:</u> To understand the fundamentals of the course.</p> <p><u>Evaluation Criteria:</u> Comprehensiveness, accuracy, and critical evaluation.</p> <p>III. Individual Project (30%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>• written work</li> <li>• public presentation</li> </ul> <p><u>Evaluation Objective:</u> To examine students' skills and to enhance students' presentation skills.</p>	



	<u>Evaluation Criteria:</u> Degree of specifications' satisfaction, Categorization-organization-adaptation of material, structure and clarity of written text, organization and management of individual project and presentation.
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## (5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> <li>Slack, N., and Brandon-Jones, A. (2019). <i>Operations Management</i>, 9<sup>th</sup> ed., Pearson</li> <li>Russell R.S. and Taylor B.W. (2019). <i>Operations Management: Quality and Competitiveness in a Global Environment</i>, 10<sup>th</sup> ed., Prentice Hall.</li> <li>Stevenson, W.J. (2021), <i>Operations Management</i>, 14<sup>th</sup> ed., McGraw-Hill.</li> </ul> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>Journal of Operations Management</li> <li>International Journal of Operations &amp; Production Management</li> <li>International journal of Production Economics</li> <li>International Journal of Production Research</li> </ul>
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## ARTS AND CULTURE MANAGEMENT

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	5
<b>COURSE TITLE</b>	<b>Arts and Culture Management</b>		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Laboratory Exercises		3	6
<b>COURSE UNIT TYPE</b>			
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
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This module will be of particular interest to students currently studying or interested in learning more about the Creative, Performing and Visual Arts; Theatre, Music and Design; Museum Studies; Cultural Studies; English Literature; Management and Business Studies. The module aims to enhance participants' employability and cultural insight by exploring the benefits and challenges of applying business and management theory to the arts and culture. It is tailored towards students seeking to acquire a deeper understanding of Arts and Cultural Management and explore the key practices and theoretical debates in this dynamic and growing field.

On successful completion of this module students should be able to critically discuss:

- the core theories, tools, principles and frameworks pertaining to the academic field of Arts and Cultural Management;
- the management functions and practices necessary for an arts or cultural organisation to produce and present creative work;
- the roles, remits and strategic importance of arts and cultural organisations' diverse stakeholders;
- the strategic and operational challenges facing arts managers and cultural leaders (e.g. funding and fundraising, social relevance and changing consumer behaviour).

#### General Skills

Students will be able to develop skills pertaining to Individual work, Teamwork and critically apply core Arts and Cultural Management theories, models, tools, frameworks and concepts to a range of arts and cultural organisations.

### 3. COURSE CONTENTS

1. Cultural Management as a Field
2. Arts and Cultural Management
3. Towards a Sociology of Arts Managers
4. Situating Cultural Management
5. Death of the Arts Manager
6. Cultural Management Research
7. The Orthodoxy of Cultural Management Research and Possible Paths Beyond it
8. Why are Evaluations in the Field of Cultural Policy (Almost Always) Contested?
9. Arts Marketing
10. The Reality of Cultural Work
11. Cultural Management and its Discontents
12. Silence in Cultural Management
13. Managing Utopias
14. Toward a Practical Theory of Managing the Arts

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	TBC
	Preparation of Group Projects	TBC
	Lab Excursuses	TBC
	Independend and Directed Learning	TBC
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<b>I. Final Examination (60%) (Summative Evaluation) includes:</b> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> </ul>	

	<p>- Problems concerning the design and development of Data Base applications</p> <p><b>II. Group Project (40%) (Summative Evaluation):</b> Course Work in groups of 2 or 3 students. <u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>
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## 5. RESOURCES

- Recommended Resource-latest versions of:

- DeVereaux, C. (2018). *Arts and Cultural management*. Routledge.
- Mangione, G. (2019). *Arts and Cultural Management: Critical and Primary Sources*.
- Caust, J. (Ed.). (2015). *Arts and cultural leadership in Asia*. Routledge.
- Paquette, J., & Redaelli, E. (2015). *Arts management and cultural policy research*. Springer.
- Ebewo, P., & Sirayi, M. (2009). The concept of arts/cultural management: A critical reflection. *The Journal of Arts Management, Law, and Society*, 38(4), 281-295.
- DeVereaux, C. (2018). Cultural management as a field. In *Arts and Cultural Management* (pp. 3-12). Routledge.

## SEMESTER 6-YEAR 3

### DECISION MAKING ANALYSIS

#### 1. GENERAL

<b>SCHOOL</b>	Business Economics and Social Sciences		
<b>DEPARTMENT</b>	Applied Philosophy and Business Decision Making		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	6th
<b>COURSE TITLE</b>	Decision Making Analysis		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures & Workshops		3	6
Laboratory Exercises		1	
<b>COURSE UNIT TYPE</b>	Special Background Course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	ENGLISH		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

## 2. LEARNING OUTCOMES

### Learning Outcomes

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

- Describe real decision problems and identify the steps they will take to solve the problem (problem modeling, methodological approaches and algorithms, interpretation of results, decision implementation).
- describe the way in which they will use the results of the data processing of the problem.
- Identify previous cases that are relevant and can help solve the problem.
- Analyze decision problems and construct mathematical models that describe them, taking into account all the parameters and constraints governing the decision problem.
- To choose and apply fluently the methodologies appropriate for each case to solve the decision problems.
- Use the appropriate mathematical software and develop applications in the special software tools to solve the problems.
- analyze the results of solving the mathematical models and propose the solution or solutions to the given problem.
- To argue for the choice of the specific solution or decision

### General Skills

- Individual work
- Teamwork
- Decision Making
- Improvement of free, creative and inference thinking
- Search, analysis and aggregation of data and information with the utilisation of the required technology

## 3. COURSE CONTENTS

- Introduction to Decision Analysis (Concepts and Definitions, Methodological Framework)
- Decision Analysis under Certainty
- Decision Analysis under Uncertainty
- Optimization Methods
- Linear Programming
  - Modeling Linear Programming Problems
  - The SIMPLEX Method,
  - Economic Interpretation of the Results of the SIMPLEX Method
  - Sensitivity Analysis
  - Integer Linear Programming and 0-1 Linear Programming
  - Problems and Case Studies
- Non-Linear Programming
  - NLP Methods (Reduced Gradient Method)
  - Case Studies
- Multicriteria Decision Analysis
  - Definitions and Concepts (Criteria, Alternative Decisions, Family of Criteria)
  - Multicriteria Utility Theory
  - The Analytical Hierarchy method
  - Multiobjective Linear Programming (Pareto Optimum, Objective Programming Methods)

The practical part of the course includes the teaching of real world application and the development of applications with specific software (MS EXCEL/SOLVER, MATLAB, ENVI)

## 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform. Use of the MS EXCEL, MATLAB software Use of software developed by the Teaching Team.	
<b>TEACHING METHODS</b>	<b>Method description</b>	<b>Semester Workload</b>
	Lectures	39
	Class Work/Workshop	13
	Preparation of Group Projects	45
	Lab Excursuses	13
	Independend and Directed Learning	40
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>Theoretical Part (60%)</b></p> <p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems solutions with the taught methods</li> </ul> <p><b>II. Group Project (30%) (Summative Evaluation):</b></p> <p><u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul> <p><b>III. Laboratory - Oral presentaion (10%) (Formative Evaluation):</b> Oral Examination.</p>	

## 5. RESOURCES

- *Recommended Book and Journal Article Resources:*

- Albright, S.C. and Winston, W.L. (2005). Spreadsheet Modeling and Applications: Essentials of Practical Management Science, Thomson Brooks/Cole .
- Anderson, D.R., Sweeney, D.J., Williams, T.A., Camm, J.D. and Martin, K. (2010). An Introduction to Management Science, Quantitative Approaches to Decision Making, 10th ed., Delmar Cengage Learning.
- Rardin R. (2017, Optimisation in Operational Research, Pearson Education

-*Recommended Journals:*

- European Journal of Operational Research, Elsevier
- Operattional Research: International Journal, Springer

## DIGITAL TRANSFORMATION MANAGEMENT

### 1. GENERAL

<b>SCHOOL</b>	Business Economics and Social Sciences
<b>DEPARTMENT</b>	Applied Philosophy and Business Decision Making

<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	6th
<b>COURSE TITLE</b>	Digital Transformation Management		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures and WorkShops		3	6
Laboratory		2	
<b>COURSE UNIT TYPE</b>	Special Background Course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	ENGLISH		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>After successfully attending the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• To have understood the purpose of Digital Transformation and its benefits to the company or organization</li> <li>• To have understood the purpose of Digital Transformation and its benefits to the company or organization</li> <li>• Identify the phases and processes for the transformation to Digital Era</li> <li>• have a clear view of the digital transformation vision and participate by effectively contributing to working groups</li> <li>• describe how to achieve the goals of the digital transformation</li> <li>• Choose the most appropriate transition strategy and participate in the planning and development of the digital transition projects and activities</li> <li>• Evaluate the current situation and propose actions for better achievements concerning the Digital transformation</li> <li>• Collaborate with others in digital transformation project</li> </ul>
<b>General Skills</b>
<ul style="list-style-type: none"> <li>- Individual work</li> <li>- Teamwork</li> <li>- Decision Making</li> <li>- Improvement of free, creative and inference thinking</li> <li>- Search, analysis and aggregation of data and information with the utilisation of the required technology</li> </ul>

## 3. COURSE CONTENTS

<ul style="list-style-type: none"> <li>• Introduction to Digital Transformation</li> <li>• Concepts and Definitions</li> <li>• Development of the culture of Digital Transformation in Businesses and Organizations</li> </ul>
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- Data Analysis and Big Data Analysis
- Artificial Intelligence and Machine Learning
- Learning Organizations
- Knowledge Management Systems and Methodologies
- Internet of Things
- Digital Marketing
- Cloud
- Crowding and its applications
- Virtual Reality

The practical part of the course includes the teaching of real world application and Case Studies.

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform. Use of Web Platforms software OpenSource (WordPress) and MS Visual Studio	
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Class Work/Workshop	13
	Preparation of Group Projects	32
	Lab Excursuses	26
	Independent and Directed Learning	40
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>Theoretical Part (60%)</b></p> <p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems solutions with the taught methods</li> </ul> <p><b>II. Group Project (30%) (Summative Evaluation):</b></p> <p><u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul> <p><b>III. Laboratory - Oral presentaion (10%) (Formative Evaluation):</b> Oral Examination.</p>	

#### 5. RESOURCES

*Recommended Book and Journal Article Resources:*

Siu Loon Hoe, (2022), Digital Transformation: Strategy, Execution and Technology 1st Edition, CRC Press, Taylor and Francis Kindle Edition

Bill Schmarzo, Dr. Kirk Borne,(2020) The Economics of Data, Analytics, and Digital Transformation: The theorems, laws, and empowerments to guide your organization's digital transformation, PACT Publishing  
 Sriram Narayan (2020), Agile IT Organization Design: For Digital Transformation and Continuous Delivery, Addison Wiley

## PROJECT MANAGEMENT

### 1. GENERAL

<b>SCHOOL</b>	ADMINISTRATIVE ECONOMIC AND SOCIAL SCIENCES		
<b>ACADEMIC UNIT</b>	BUSINESS ADMINISTRATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	PROJECT MANAGEMENT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures and Workshops-Project Work		3	6
<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>	Compulsory Course		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	English		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

#### Learning outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B



- *Guidelines for writing Learning Outcomes*

The course is intended to introduce students to the principles underlying effective project management and provide the knowledge, skills, and framework necessary to manage a real project in the workplace. It is designed to provide basic skills for students interested in working as Project Managers or as members of a project management team.

Upon completion of the course students will be able to:

- Apply project concepts, frameworks, factors, and life cycle management in a project setting.
- Examine, apply, and evaluate various methods used for project selection.
- Explain the importance of each component that comprises a project and the project management process.
- Comprehend and apply methods of monitoring and controlling to a specific project.
- Comprehend and apply techniques used to audit, control, and terminate projects.
- Evaluate and assess project software to manage projects.
- Define and utilize the basic elements of project reporting.
- Analyze the implications of diversity/culture and managing projects in an international setting.

### General Competences

*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>

- Development of analytical skills
- Teamwork
- Decision-making
- Adapting to new situations
- Project planning & management

### 3. SYLLABUS

The course is organized around topics such as:

- Introduction to Project Management, Modern Project Management
- Organization Strategies and Project Selection Organization: Structure and Culture.
- Project Organization. Defining the Project. Selecting the Project Manager and Team.
- Defining the scope and Objectives, planning the project format. Defining the work break down structure.
- Information Management and Use of Information Systems for Project Management
- Project planning, Gant charts, usage of Gant Charts, Scheduling Resources Resource constrains, Recourses smoothing
- Diagramming the network, CPM, PERT techniques, Developing the Schedule, Estimating Project Times and Costs, developing a Project Plan, Reducing Project Duration, Crashing the Cost.

- Project Implementation, Project Control and assessment, Risk management
- Risk Management, Risk projection, Estimation steps, Failure Mode and Effect Analysis.
- Leadership skills, Motivation
- Managing Project Teams
- Budget and Earned Value Management
- Class Presentations and Review

#### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the learning process through the LMS platform of University of West Attica (Moodle)	
<b>TEACHING METHODS</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>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Preparation of Individual Project	31
	Presentation of Individual Project/ class discussions	25
	Independent and Directed Learning	55
	Course total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</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>	<p>I. Final Examination (60%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>- Short essay questions</li> <li>- Problems' solving.</li> </ul> <p><u>Evaluation Objective:</u> To understand the fundamentals of the course.</p> <p><u>Evaluation Criteria:</u> Comprehensiveness, accuracy, and critical evaluation.</p> <p>II. Group Project (40%) (Group Presentation):</p> <p><u>Evaluation Objective:</u> To examine students' presentation skills and enhance students' teamwork skills.</p> <p><u>Evaluation Criteria:</u> Degree of specifications' satisfaction, Categorization-organization-adaptation of material, structure and clarity of written text, organization and management of</p>	

	individual project and presentation.
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## 5. ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <ul style="list-style-type: none"> <li>• Kerzner, H. (2017). <i>Project management: a systems approach to planning, scheduling, and controlling</i>. John Wiley &amp; Sons.</li> <li>• Kerzner, H. (2022). <i>Project management metrics, KPIs, and dashboards: a guide to measuring and monitoring project performance</i>, John Wiley &amp; Sons.</li> <li>• Nicholas, J. M., &amp; Steyn, H. (2008). <i>Project management for business, engineering, and technology: principles and practice</i>. Elsevier.</li> <li>• Zwikael, O., &amp; Smyrk, J. R. (2019). <i>Project management: A benefit realisation approach</i>. Springer.</li> </ul> <p>- Related academic journals:</p> <ul style="list-style-type: none"> <li>• Project Management Journal – Sage (<a href="https://journals.sagepub.com/home/pmxa">https://journals.sagepub.com/home/pmxa</a>)</li> <li>• International Journal of Project Management – Elsevier (<a href="https://www.sciencedirect.com/journal/international-journal-of-project-management">https://www.sciencedirect.com/journal/international-journal-of-project-management</a>)</li> <li>• Project Management Journal – PMI (<a href="https://www.pmi.org/learning/publications/project-management-journal">https://www.pmi.org/learning/publications/project-management-journal</a>)</li> <li>• Project Management Journal – Wiley (<a href="https://onlinelibrary.wiley.com/">https://onlinelibrary.wiley.com/</a>)</li> </ul>
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## NON-PROFITS ORGANISATION MANAGEMENT

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	Non-Profits Organisation Management		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
	Lectures, Workshops and Laboratory Exercises	3	6
<b>COURSE UNIT TYPE</b>			
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
It is common sense that the number of nonprofit organizations has been increased and become more powerful than they used to be in the past. Consequently, there is more need for management methods

and processes, specialized to the nonprofit sector. This course offers to the students, knowledge for the correspondent legal framework, the human resources and the leadership in the nonprofit organizations and also concepts of the accountability and nonprofit organization finance and funding. On the successful completion of this course the students should be able to evaluate nonprofit organizations management, to analyze nonprofit concepts, to use the theory and the appropriate tools for finding solution to the managerial problems, and to discuss theoretical and applied trends and legal perspectives of the nonprofit sector.

#### General Skills

Students will be able to develop skills pertaining to Individual work, Teamwork and critically use the theory and the managerial tools to solve problems and evaluate organizations of the nonprofit sector.

### 3. COURSE CONTENTS

1. Understanding the nonprofit organizations
2. Nonprofit organizations governance
3. Accountability and ethics
4. Nonprofit enterprise
5. Performance evaluation
6. Strategic Planning
7. Financial management
8. Funding
9. Marketing and promotion
10. Human resources and Volunteers management

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	TBC
	Preparation of Group Projects	TBC
	Lab Excursuses	TBC
	Independed and Directed Learning	TBC
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems concerning the design and development of Data Base applications</li> </ul> <p><b>II. Group Project (40%) (Summative Evaluation):</b> Course Work in groups of 2 or 3 students. <u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>	

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## 5. RESOURCES

- Recommended Resource-latest versions of:

- Worth, J.M. (2008) *Nonprofit management: Principles and practice*, Sage publications
- Renz, O.D., Herman D.R. (2010) *The Jossey-Bass Handbook of Nonprofit Leadership and management*. Jossey Bass 3<sup>rd</sup> edition

## BUSINESS INTELLIGENCE

### 1. GENERAL

<b>SCHOOL</b>	Business Economics and Social Sciences		
<b>DEPARTMENT</b>	Applied Philosophy and Business Decision Making		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	Business Intelligence		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures and WorkShops		3	6
Laboratory Excersises		2	
<b>COURSE UNIT TYPE</b>	Special Background Course		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	ENGLISH		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>After successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and describe the operation of Business Intelligence systems in Business administration and decision-making.</li> <li>• Documents the operation of data warehouses, data and content mining systems, and staff information systems in the context of business activity.</li> <li>• Describes the technology and technical specifics for the implementation and installation of business intelligence systems in Businesses and Organizations.</li> <li>• Designs Business Intelligence applications adapted to the needs of businesses expanding their Information Systems (ERP and CRM).</li> <li>• Designs applications that utilize the analytical methods of processing primary and secondary data and develops them by utilizing special software (BI Tools).</li> <li>• Selects the most appropriate analytical methods for data processing depending on the problem or case under consideration.</li> </ul>

- Assesses the effectiveness of Business Intelligence systems and suggests actions to adapt and improve them

#### General Skills

- Individual work
- Teamwork
- Decision Making
- Improvement of free, creative and inference thinking
- Search, analysis and aggregation of data and information with the utilisation of the required technology

### 3. COURSE CONTENTS

- Introduction to the course and recent developments in Business Intelligence,
- Processes of discovering knowledge from data.
- Data visualization.
- Data preprocessing and transformation
- Data Warehouses and Analytical Processing. Modeling data warehouses: Cubes and OLAP.
- Unsupervised learning-Clustering. Object similarity and distances. The k-Means technique.
- Hierarchical clustering techniques (Simple linkage, Complete linkage, Average linkage).
- Supervised learning - the classification problem. The k-nearest neighbors technique, Decision Trees (ID3 and Random Forest).
- Performance evaluation of supervised and unsupervised learning methods.
- Acquiring business value using business intelligence and analytics from a real case study.

The practical part of the course includes the teaching of real world application and the development of applications with specific software (MS EXCEL, RapidMiner, Orange)

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform. Use of the MS EXCEL, RapidMiner and optional Orange software platforms. Use of software developed by the Teaching Team.	
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Class Work/Workshop	13
	Preparation of Group Projects	32
	Lab Exercises	26
	Independent and Directed Learning	40
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<b>Theoretical Part (60%)</b> <b>I. Final Examination (60%)</b> (Summative Evaluation) includes: <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems solutions with the taught methods</li> </ul>	

	<p><b>II. Group Project (30%) (Summative Evaluation):</b></p> <p><u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul> <p><b>III. Laboratory - Oral presentaion (10%)</b> (Formative Evaluation): Oral Examination.</p>
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## 5. RESOURCES

<p>- <i>Recommended Book and Journal Article Resources:</i></p> <ul style="list-style-type: none"> <li>• Davenport, T. J.G. Harris and G. Loveman <i>Competing on Analytics: The New Science of Winning</i>, 2007, Hravard Business Press</li> <li>• R. Kimball, <i>The Data Warehouse LifeCycle Toolkit</i>, 2008, Wiley</li> <li>• F. Provost and T. Fowcett, <i>Data Science for Business</i>,2013, O' Reilly Media</li> </ul> <p>-<i>Recommended Journals:</i></p> <ul style="list-style-type: none"> <li>• International Journal of Business Intelligence and Data Mining, Interscience Publisher</li> </ul>
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## BUSINESS COMMUNICATIONS

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	6 <sup>th</sup>
<b>COURSE TITLE</b>	BUSINESS COMMUNICATIONS		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Laboratory Exercises		3	6
<b>COURSE UNIT TYPE</b>	Elective		
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
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This module introduces the concept of the communications process and enables participants to think strategically about business communications. It provides an understanding of foundational principles of communication, interpersonal dynamics in organizations, the variances in communicating with internal and external audiences, crisis and risk communication. Students will be familiarised to current communications and learn ways to perform effective business communications.

On the successful completion of this module participants will be able to:

- Identify the fundamental principles underpinning effective communications and the components of the communications process.
- Interpret, assess and critically evaluate key issues in the field of communication theory.
- Analyse types of communication in industry and demonstrate knowledge of key issues involved in business communication.
- Design, practice and perform an effective group oral presentation.
- Apply learning in an online forum using e-activities and discussion forums.
- Demonstrate an understanding of the value of active listening and feedback skills in a business setting.
- Identify the complexities of communication and appreciate the central role of communications in personal and professional contexts.

**General Skills**

- Students will be able to develop skills pertaining to Individual work, Teamwork and critically apply core communication theory, models, tools, frameworks and concepts to a range of organisations. Students will be able to reflect on the essentials of business communication and, thus, manage communications more effectively for personal and professional development.

**3. COURSE CONTENTS**

1. Professional Communication in a Digital, Social, Mobile World
2. Interpersonal Communication skills
3. Collaboration and Business Etiquette
4. Communication Challenges in a Diverse, Global Marketplace
5. Planning Business Messages
6. Writing Business Messages
7. Crafting Messages for Digital Channels
8. Writing Routine and Positive Messages
9. Writing Negative Messages
10. Writing Persuasive Messages
11. Planning Reports and Proposals
12. Writing and Completing Reports and Proposals

**4. TEACHING METHODS - ASSESSMENT**

<b>MODE OF DELIVERY</b>	In-Class
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.



TEACHING METHODS	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	TBC
	Preparation of Group Projects	TBC
	Lab Excursuses	TBC
	Independend and Directed Learning	TBC
	<b>TOTAL</b>	<b>TBC</b>
ASSESSMENT METHODS	<p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems concerning the design and development of Data Base applications</li> </ul> <p><b>II. Group Project (40%) (Summative Evaluation):</b> Course Work in groups of 2 or 3 students.</p> <p><u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>	

## 5. RESOURCES

- *Recommended Resource-latest versions of:*

- Thill, J. V., Bovée, C. L., & Cross, A. (2013). *Excellence in business communication* (p. 672). New York: Pearson.
- Rouse, M. J., & Rouse, S. (2002). *Business communications*. London: British Library.
- Chesher, M., & Kaura, R. (2012). *Electronic commerce and business communications*. Springer Science & Business Media.
- Means, T. (2018). *Business communication*. Cengage Learning.

## SEMESTER 7- YEAR 4

### CORPORATE AND BUSINESS STRATEGY

#### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	7 <sup>th</sup>
<b>COURSE TITLE</b>	CORPORATE AND BUSINESS STRATEGY		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Laboratory Exercises		3	6

<b>COURSE UNIT TYPE</b>	
<b>PREREQUISITES :</b>	
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>This module increases students' comprehension and understanding of strategic management and strategic debate. It introduces a range of contemporary issues associated with the planning and implementation of corporate and business strategies with a focus on identifying and implementing strategic change within the organisation, building dynamic capabilities and developing coherent strategies. Issues might include strategies in the face of uncertainty, global strategies, knowledge-based strategies, strategies where profit is of secondary (or no) importance.</p> <p>On the successful completion of this module participants will be able to:</p> <ul style="list-style-type: none"> <li>• understand the implications of different organisational and environmental contexts for the successful implementation of business and corporate strategy</li> <li>• use an extended range of tools and frameworks to conduct a full strategic analysis of a real-life organisation/business, thereby linking theory to practice</li> <li>• critically examine the effects of complexity and uncertainty on strategy formation / implementation</li> </ul>
<b>General Skills</b>
<p>- Students will be able to develop skills pertaining to Individual work, Teamwork and critically apply core business strategy theory, models, tools, frameworks and concepts to a range of organisations. Students will be able to reflect on the essentials of corporate strategy and, thus, manage the strategy of contemporary corporations.</p>

## 3. COURSE CONTENTS

<ol style="list-style-type: none"> <li>1. An introduction to the strategic process</li> <li>2. Strategy and strategic management</li> <li>3. Internal analysis</li> <li>4. The business organization: competences and activities</li> <li>5. Human resources and culture</li> <li>6. Financial analysis and performance indicators</li> <li>7. Products and markets</li> <li>8. External analysis</li> <li>9. Analysis of the macroenvironment</li> <li>10. Competitive advantage: strategies, knowledge and core competences</li> <li>11. Strategic implementation and management</li> <li>12. Evaluation and selection of strategies</li> <li>13. Strategic development: directions and mechanisms</li> </ol>
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- 14. Quality, operations, performance and benchmarking
- 15. International and global strategies
- 16. Social responsibility and business ethics

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<b>Method description</b>	<b>Semester Workload</b>
	Lectures	39
	Class Work/Workshop	<b>TBC</b>
	Preparation of Group Projects	<b>TBC</b>
	Lab Excursions	<b>TBC</b>
	Independend and Directed Learning	<b>TBC</b>
	<b>TOTAL</b>	<b>TBC</b>
<b>ASSESSMENT METHODS</b>	<p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems concerning the design and development of Data Base applications</li> </ul> <p><b>II. Group Project (40%) (Summative Evaluation):</b> Course Work in groups of 2 or 3 students. <u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>	

#### 5. RESOURCES

- Recommended Resource-latest versions of:

- Campbell, D., Stonehouse, G., & Houston, B. (2002). *Business strategy: an introduction*. Routledge.
- Moon, H. C. (2022). *Global business strategy: Asian perspective*. World Scientific.
- Johnson, G., Whittington, R., Regnér, P., Angwin, D., & Scholes, K. (2020). *Exploring strategy*. Pearson UK.
- Phillips, P. A. (2003). *E-business strategy: Text and cases*. McGraw-Hill, Maidenhead.

## ETHICAL INVESTMENT ANALYSIS

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	7 <sup>th</sup>

<b>COURSE TITLE</b>	ETHICAL INVESTMENT ANALYSIS		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures and Seminars		3	6
<b>COURSE UNIT TYPE</b>	Special Background course		
<b>PREREQUISITES :</b>	None		
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>Ethics in Investment Management offers a series of lectures that explore the main ethical conflicts encountered by investment professionals as they invest other people's money. It will examine the causes and consequences of both ethical and unethical behaviour, giving students the chance to see how individuals' decisions affect a range of stakeholders. The course also covers key definitions, issues, and general theories of business and finance ethics, citing examples from the scandals that have shaken public confidence in the world financial markets.</p> <p>At the end of the module, students will be expected to:</p> <ul style="list-style-type: none"> <li>• 1. Recognize the importance of business ethics in the financial industry</li> <li>• 2. Identify different aspects of business ethics</li> <li>• 3. Differentiate appropriate behaviours from unethical ones in practice</li> <li>• 4. Recognize ethical issues, and apply sound ethical reasoning</li> </ul>
<b>General Skills</b>
<ul style="list-style-type: none"> <li>• Appreciation of Ethical Standards by professional bodies and financial regulators</li> <li>• Identify the ethical dimension involved in the decision-making process</li> <li>• Debate on ethical behaviour</li> </ul>

## 3. COURSE CONTENTS

<b>Indicative Content</b>
<ul style="list-style-type: none"> <li>• <i>Introduction to ethical theories</i></li> <li>• <i>Ethics and the finance professional</i></li> <li>• <i>Ethics and the investment chain</i></li> <li>• <i>Socially responsible investment</i></li> <li>• <i>Market integrity</i></li> <li>• <i>Remuneration and risk-taking in banking</i></li> </ul>

## 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<b>Method description</b>	<b>Semester Workload</b>
	Lectures	39
	Class Work/Workshop	TBA
	Preparation of Group Projects	TBA
	Independent and Directed Learning	TBA
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>I. Individual essay</b> (2500 words, 80%) (Summative Evaluation)</p> <p><b>II. Group Project</b> (20%) (Summative Evaluation): Real Life Debate. Students will be divided into at least four (4) groups and are required to debate on specific topics related to ethical behavior</p>	

## 5. RESOURCES

- Recommended textbooks

- Boatwright, J. R. (2012). Ethics in Finance (3rd Ed.). Oxford: Oxford University Press.
- Ferrell, O. C., Fraedrich, J. and Ferrell, L. (2015). Business Ethics: Ethical Decision Making and Cases. Canada: Cengage Learning.
- CFA Institute notes

## CONTEMPORARY ISSUES IN MARKETING

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	7 <sup>th</sup>
<b>COURSE TITLE</b>	Contemporary Issues in Marketing		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures and Workshops		3	6
<b>COURSE UNIT TYPE</b>			
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		

<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>
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## 2. LEARNING OUTCOMES

### Learning Outcomes

This module is developed in the context of sustainability management concerning students who are interesting in studying it.

The module aims to enhance students' knowledge and skills by applying the core principles of sustainability in firms' management. It is tailored towards students seeking to acquire a deeper knowledge and understanding of the core practices in the above mentioned dynamic and growing field.

On the successful completion of this module students should be able to critically discuss:

- the core theories, tools and principles of sustainability management;
- the management functions and practices necessary for applying sustainability management in firms of different industries.

### General Skills

Critical Thinking  
Presentation Skills  
Interpretation of Data

## 3. COURSE CONTENTS

1. Marketing: The Paradigm Shift & Postmodern Marketing
2. Contemporary Global Marketing
3. Contemporary Marketing Research
4. Neuromarketing
5. The Contemporary Consumer
6. Brands, Branding and Brand Culture
7. Marketing Ethics, Green and Sustainable Marketing
8. Digital Marketing
9. Entrepreneurial and SME Marketing
10. Business-to-Business (b2b) Marketing
11. Social and Non-Profit Marketing
12. Nation and Place Marketing

## 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Class Work/Workshop	TBC
	Preparation of Group Projects	TBC
	Lab Excursuses	TBC
	Independend and Directed Learning	TBC
	<b>TOTAL</b>	TBC
<b>ASSESSMENT METHODS</b>	<b>I. Final Examination (60%) (Summative Evaluation) includes:</b> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> </ul>	

	<p>- Critical thinking problems</p> <p><b>II. Group Project (40%) (Summative Evaluation):</b> Course work in groups of 2 or 3 students. Evaluation Criteria:</p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>
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## 5. RESOURCES

5. Gbadamosi, A. (2019). Contemporary issues in marketing: Principles and practice. Sage.
6. Mulligan, M. (2017). *Introduction to sustainability*. Taylor & Francis.
7. Wheelen, T. L., Hunger, J. D., Hoffman, A. N., & Bamford, C. E. (2017). *Strategic management and business policy: globalization, innovation, and sustainability*. Vol. 55. Pearson.
8. Bass, S., & Dalal-Clayton, B. (2012). *Sustainable development strategies: a resource book*. Routledge.

## INTERSECTIONALITY

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>			
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	7th
<b>COURSE TITLE</b>	Intersectionality		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Seminars		3	6
<b>COURSE UNIT TYPE</b>	Special Background course		
<b>PREREQUISITES:</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<ol style="list-style-type: none"> <li>5. To understand and engage with intersectionality – as analytic, theory and method – to reflect on structures of power and operations of norms that frustrate the struggle for justice, equality, and freedom.</li> <li>6. To improve our knowledge of the experiences that inform the lives of people who are addressed by the law or come to it with their grievances.</li> <li>7. To respect how our positionality affects our capacities, practices, and normative attachments.</li> </ol>

8. To use intersectionality to better our engagement with existing laws and institutions to secure rights and freedoms of marginalized communities.
9. To propose and develop frameworks that are responsive to the complexity of the *social*.

#### General Skills

- Individual work
- Teamwork
- Advocacy skills

### 3. COURSE CONTENTS

- **Understanding Social Inequalities and Reviewing classical & contemporary theories** to understand unfair differences in social experiences and outcomes.
- **Introducing Intersectionality – potential & critiques** – Introducing intersectionality as a set of theoretical positions and analytical framework to examine and address disparities, its key principles and delineations.
- **Methodological Applications:** introducing participants to the breadth of qualitative (conventional as well as participatory, action-oriented) and quantitative methods available to understand the interaction between social factors/ divisions that constitute inequalities in social outcomes.
- **Intersectionality in Practice & Advocacy:** exploring how intersectionality has informed policy and practice in equality and social justice focused organisations.
- **Intersectionality & Public Policy:** engaging with the theoretical frameworks for informing policies and the dilemmas of adopting intersectionality in policy.
- **Intersectionality & Ethical Business:** Understanding how intersectionality can help organisations to identify unequal opportunities and address gaps in an ethical and empowering manner.

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	
<b>TEACHING METHODS</b>	Lectures, Seminars.
<b>ASSESSMENT METHODS</b>	<b>I. Final Examination (100%) (Summative Evaluation)</b> includes: - Written exam

### 5. RESOURCES

- Recommended Book and Journal Article Resources:

- Patricia Hill Collins and Sirma Bilge, *Intersectionality* (Polity Press, 2020)
- Saidiya Hartman, 'Venus in Two Acts', *Small Axe* 26:12 (2008), pp. 1-14
- Marisa Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive* (University of Pennsylvania Press, 2016)
- Boulila, S.C. (2019). *Race in Post-Racial Europe: An Intersectional Analysis*. London: Rowman & Littlefield.



- Hill-Collins, P. (2019), Intersectionality as Critical Social Theory. Durham & London: Duke University Press.
- Romero, M. (2018). Introducing Intersectionality. Cambridge: Polity Press.

## TOURISM MANAGEMENT

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	7 <sup>th</sup>
<b>COURSE TITLE</b>	Tourism Management		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures and Workshops		3	6
<b>COURSE UNIT TYPE</b>	Elective		
<b>PREREQUISITES:</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>This module is developed in the context of Tourism Management science concerning students who are interesting in studying it.</p> <p>The module aims to enhance students' knowledge and skills by applying business and management theory to tourism industry enterprises. It is tailored towards students seeking to acquire a deeper knowledge and understanding of the core practices in the above mentioned dynamic and growing field.</p> <p>On the successful completion of this module students should be able to critically discuss:</p> <ul style="list-style-type: none"> <li>- the core theories, tools and principles of tourism management;</li> <li>- the management functions and practices necessary for tourist industry enterprises.</li> </ul>
<b>General Skills</b>
<p>Students to whom the module will be taught will be able to develop the skills connected with the knowledge and understanding of the core practices of tourism management. Furthermore, the skills of individual work, teamwork and critical thinking will be developed.</p>

### 3. COURSE CONTENTS

1. Introduction in tourism and its importance in the global economy
2. Introduction in tourism management: definitions, theories and operations
3. Theories and principles of business management
4. Tourism enterprises' resources, capabilities and competitive advantage development
5. Environmental sustainability and green entrepreneurship in tourism
6. Corporate social responsibility, corporate governance and ESG in tourism

7. Corporate communications and information management in tourism
8. Tourism enterprises financial management and decision making
9. Tourism enterprises accounting systems: tax framework and accounting information
10. Planning in tourism enterprises
11. Control in tourism enterprises
12. Organization and management of specific types of enterprises of tourism industry: hotels, tour operators and airlines

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<i>Method description</i>	<i>Semester Workload</i>
	Lectures	39
	Class Work/Workshop	TBC
	Preparation of Group Projects	TBC
	Lab Excursions	TBC
	Independend and Directed Learning	TBC
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>I. Final Examination</b> (60%) (Summative Evaluation) includes:</p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Critical thinking problems</li> </ul> <p><b>II. Group Project</b> (40%) (Summative Evaluation): Course work in groups of 2 or 3 students. <u>Evaluation Criteria:</u></p> <ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>	

#### 5. RESOURCES

1. Page, S. J. (2014). *Tourism management*. Routledge.
2. Inkson, C., & Minnaert, L. (2018). *Tourism management: an introduction*. Sage.
3. Schermerhorn Jr, J. R., Bachrach, D. G., & Wright, B. (2020). *Management*. John Wiley & Sons.

## FINANCIAL MARKETS AND REGULATION

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	7 <sup>th</sup>
<b>COURSE TITLE</b>	FINANCIAL MARKETS AND REGULATION		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures and Seminars		3	6

<b>COURSE UNIT TYPE</b>	Special Background course
<b>PREREQUISITES :</b>	None
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>

## 2. LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The module aims at enabling students to understand, analyse and critically examine the purpose, principles and fundamental concepts of today's financial markets, instruments and institutions, with particular emphasis on banking and its changing nature as not only an intermediary between lenders and borrowers but also as the provider of other financial services. The examination of these institutions is situated within the context of globalisation and international trade that corporate, and governments operate in with particular focus on the financial industry.</p> <p>At the end of the module, students will be expected to:</p> <ul style="list-style-type: none"> <li>• Recognize the importance of banks and financial markets in the economy</li> <li>• Describe the nature of asymmetric information and its implications</li> <li>• Explain the emergence of financial crises</li> <li>• Appreciate the reasons for financial regulation</li> <li>• Understand the role of central banks in banking and financial markets</li> </ul> <p><b>Intended learning outcomes</b></p> <p>A. Knowledge &amp; Understanding</p> <p>To demonstrate a recognition of differing perspectives and methods of enquiry arising from contemporary developments in business</p> <p>B. Cognitive skills</p> <p>To critically analyse texts, data, assumptions and concepts.</p> <p>To demonstrate the ability to use different concepts and frameworks in the evaluation of a situation.</p> <p>C. Practical and professional skills</p> <p>To show evidence of self- and peer-assessment capability.</p> <p>To produce and present reports which are appropriately laid out and referenced.</p> <p>D Key transferable skills</p> <p>Take responsibility for their own work and utilize appropriate tools of evaluation to improve said work.</p>
<b>General Skills</b>
<ul style="list-style-type: none"> <li>• Students will be able to apply simple risk measurement techniques.</li> <li>• Students will develop their analytical skills, via case studies and related exercises.</li> </ul>

## 3. COURSE CONTENTS

<p>Indicative Content</p> <ul style="list-style-type: none"> <li>• <i>Introduction to Banking &amp; Financial institutions</i></li> </ul>
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The first part shows the distinctive characteristics of banks and the banking business and its position in the global business arena, it also includes the main banking activities and the current issues in the banking business. An emphasis will be given in modern theory of contracts, Asymmetric Information and its types.

- *Central Banking and Bank Regulation*

The second part consists of defining and critically assessing the role of major central banks in world by examining in the instrument of the monetary policy. This part also includes an assessment of the banking regulation and its evolution during the major financial and economic crisis.

- *Issues in Bank Management*

The part consists of studying and understanding banks' balance sheet and income statements. It also covers how banks are managed and what are the main risks the banks are exposed to.

- *Comparative Banking Market*

The final part examines how banking business is practiced from different parts of the world (UK, EU, US and Japan) by showing the regulation and the cultural factors' effects on the practice of banking.

#### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	<b><i>Semester Workload</i></b>
	Lectures	39
	Class Work/Workshop	TBA
	Preparation of Group Projects	TBA
	Independend and Directed Learning	TBA
	<b>TOTAL</b>	<b>TBC</b>
<b>ASSESSMENT METHODS</b>	<p>I. Individual essay (2500 words, 70%) (Summative Evaluation)</p> <p>II. <b>Group Project</b> (2000 words, 30%) (Summative Evaluation): Real Life Case Study in groups of 2 or 3 students.</p>	

#### 5. RESOURCES

- *Recommended textbooks*

- CASU, B., GIRARDONE, C. & MOLYNEUX, P. 2015 Introduction to Banking, Prentice Hall, Pearson London
- CECCHETTI, S. G. (2006) Money, Banking & Financial Markets. McGraw-Hill Irwin
- HOWELLS, P. & BAIN, K. (2008) The Economics of Money, Banking & Finance: A European Text, 4th edition. Prentice-Hall & Financial Times
- FABOZZI, F.J., MODIGLIANI, F., JONES, F.J. & FERRI, M.G. (2003) Foundations of Financial Markets and Institutions, 3rd edition. Prentice Hall
- KIDWELL, D.S., PETERSON, R.L., BLACKWELL, D.W. & WHIDBEE, D.A. (2003) Financial Institutions, Markets and Money, 8th edition. John Wiley & Sons

- ROSE, P. S. & HUDGINS, S.C. (2008) Bank Management & Financial Services, 7th Edition. McGraw-Hill Irwin

## SEMESTER 8-YEAR 4

### INTERNATIONAL BUSINESS AND MANAGEMENT

#### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMICS AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	FOREIGN STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>		<b>SEMESTER OF STUDY</b>	8 <sup>th</sup>
<b>COURSE TITLE</b>	INTERNATIONAL BUSINESS AND MANAGEMENT		
<b>COURSEWORK BREAKDOWN</b>		<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>
Lectures, Workshops and Laboratory Exercises		3	6
<b>COURSE UNIT TYPE</b>			
<b>PREREQUISITES :</b>			
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	YES		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">http://moodle.uniwa.gr</a>		

#### 2. LEARNING OUTCOMES

##### Learning Outcomes

The International Business and Management module enables you to build commercial awareness and gain a deep understanding of the challenges and trends facing global business leaders today. The global economy is facing a progressively higher demand for well informed, visionary and skilled managers and leaders who can understand, design and manage the international business context. Overall, the International Business and management module offers both theoretical and practical knowledge as well as international experience to all students.

On the successful completion of this module participants will be able to:

- Identify and critically analyse international business issues
- Integrate the key concepts and theories issues in international business and appreciate the interdisciplinary nature of the field.
- Gain a further understanding of the role of international activities for various types of businesses.

- Analyse the environment in various countries and investigate the implications for the international strategies
- Critically evaluate and interpret information at an international level.

#### General Skills

- Students will be able to understand and explaining central theoretical aspects of international business and management so that they can critically approach international business concepts and inform business decisions.

### 3. COURSE CONTENTS

1. An Overview of the International Business Environment
2. International Trade and Investment
3. The International Monetary System and the Balance of Payments
4. Foreign Exchange and International Financial Markets
5. Formulation of National Trade Policies
6. International Cooperation Among Nations
- MANAGING INTERNATIONAL BUSINESS**
7. International Strategic Management
8. Strategies for Analysing and Entering Foreign Markets
9. International Strategic Alliances
10. International Organization Design and Control
11. Leadership and Employee Behaviour in International Business
- MANAGING INTERNATIONAL BUSINESS OPERATIONS**
12. International Marketing
13. International Operations Management
14. International Financial Management
15. International Human Resource Management and Labour Relations

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	In-Class	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Support of the learning process through the e-class platform of University of West Attica.	
<b>TEACHING METHODS</b>	<b>Method description</b>	<b>Semester Workload</b>
	Lectures	39
	Class Work/Workshop	<b>TBC</b>
	Preparation of Group Projects	<b>TBC</b>
	Lab Excursuses	<b>TBC</b>
	Independed and Directed Learning	<b>TBC</b>
	<b>TOTAL</b>	<b>150</b>
<b>ASSESSMENT METHODS</b>	<p><b>I. Final Examination (60%) (Summative Evaluation) includes:</b></p> <ul style="list-style-type: none"> <li>- Multiple choice questions</li> <li>- Short answer questions</li> <li>- Problems concerning the design and development of Data Base applications</li> </ul> <p><b>II. Group Project (40%) (Summative Evaluation):</b> Course Work in groups of 2 or 3 students. <u>Evaluation Criteria:</u></p>	

	<ul style="list-style-type: none"> <li>• Completeness - 35%</li> <li>• Clearness - 25%</li> <li>• Documentation - 30%</li> <li>• Critical Evaluation- 10%</li> </ul>
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## 5. RESOURCES

<p>- Recommended Resource-latest versions of:</p> <ul style="list-style-type: none"> <li>- Dunning, J. and Lundan, S. M. (2008), <i>Multinational Enterprises and the Global Economy</i>, 2nd Edition, London: Edward Elgar</li> <li>- Rugman, A. (2010), <i>The Oxford Handbook of International Business</i>, Oxford: Oxford University Press</li> <li>- Sekaran, U. and Bougie, R. (2012), <i>Research Methods for Business</i>, 6th Edition, Chichester: John Wiley and Sons</li> <li>- Griffin, R. W., &amp; Pustay, M. W. (2015). <i>International Business: A Managerial Perspective</i>. Pearson Education.</li> </ul>
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## DISSERTATION

### 1. GENERAL

<b>SCHOOL</b>	BUSINESS, ECONOMIC AND SOCIAL SCIENCES		
<b>DEPARTMENT</b>	Foreign Studies		
<b>LEVEL OF STUDY</b>	Undergraduate		
<b>COURSE UNIT CODE</b>	TBC	<b>SEMESTER OF STUDY</b>	8 <sup>th</sup> (Year 4)
<b>COURSE TITLE</b>	Dissertation		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>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</i>	<b>TEACHING WEEKLY HOURS</b>	<b>ECTS Credits</b>	
Written final dissertation		24	
<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>	Special background Skills development - Core		
<b>PREREQUISITES:</b>	Research Methods and Data Analytics, Personal Development and Academic Skills- Seminar		
<b>LANGUAGE OF INSTRUCTION/EXAMS:</b>	English		
<b>COURSE DELIVERED TO ERASMUS STUDENTS</b>	Yes		
<b>MODULE WEB PAGE (URL)</b>	<a href="http://moodle.uniwa.gr">moodle.uniwa.gr</a>		

### 2. LEARNING OUTCOMES

## Learning Outcomes

The UG dissertation is an independent piece of research focusing on the selection and analysis of a topic, design of the research, its execution and presentation as a dissertation. It serves as the core integrative and most important element of the relevant UG programme.

To be awarded the degree of Applied Philosophy and Business Decision Making the student must attain technical mastery in the field of the chosen topic, be capable of conducting independent scholarly work, and through the dissertation demonstrate a clear critical understanding and reflecting on existing knowledge within the relevant discipline.

The dissertation offers the student a unique opportunity for personal, intellectual, and professional development based on the skills, knowledge and capabilities developed during the programme. The students should keep in their mind from the very beginning that their target is to absorb, critically evaluate, apply and build on existing knowledge in a systematic manner within the chosen topic to maximise the benefits from the taught part of the programme.

### **Aims**

The aim of the dissertation is to develop and document the skills, capabilities, attitudes and qualities that provide any future employer with clear and unequivocal evidence that the student can deliver leadership, innovativeness and productivity in today's research-influenced global environments.

Overall, the UG dissertation addresses the special focus of the programme from an analytic, critical and synthesising perspective reflecting the student's level of understanding of the specific subject area.

This module is supported by the taught module Research Methods and Data Analytics which is considered as an integral part of the overall process of the Dissertation, and it is prerequisite.

## General Skills

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

1. create and implement new value propositions combining intellectual curiosity and creativity
2. articulate a plan which encompasses opportunities for your continuing professional development
3. communicate persuasively both orally and in writing in multicultural and/or international settings.
4. evaluate the impact of human activity, including your own, on people and on the environment to offer sustainable solutions
5. appraise and utilize digital tools and complex data in your professional and social contexts.
6. critique and synthesize theories, concepts and facts at the forefront of your field of study relevant to the task



### 3. COURSE CONTENT

No actual course content is provided as the whole process is based on a professor-student collaboration and face-to-face meetings.

### 4. TEACHING METHODS - ASSESSMENT

<b>MODE OF DELIVERY</b>	One to one sessions	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>	Yes	
<b>TEACHING METHODS</b>	<b><i>Method description</i></b>	
	<p>The focus throughout the module will be on the final dissertation. The dissertation provides students an opportunity to deepen knowledge gained in the taught modules. It also equips them with the ability to conduct academic research in a specific area of each one degree.</p> <p>On the basis of the content of the proposed research proposal, an academic supervisor will be allocated to each student prior to the start of the module. The students will discuss their ideas and research plan of action with their supervisor. Students will spend the majority of their work devoted to this module in independent study mode: planning, reading, collecting data, conducting interviews if necessary, analysing the data and writing up the dissertation. This will be under the guidance of their supervisor with whom students are expected to meet at regular intervals. Each student is guaranteed a certain number of contact hours of supervision. Meetings will be arranged between supervisor and student by way of mutual consultation. Supervisors, expected to be available to their student when given sufficient notice, will comment on students' output, and be supportive yet constructively critical in their dealings with supervisees. Students are expected to arrange and keep appointments, produce work for their supervisor to comment on, and make use of support from their peers.</p> <p>Students are also provided with a supplementary Dissertation Handbook which provides further information on formatting, the assessment criteria and marking scheme.</p>	
	Independent learning	
	<b>TOTAL</b>	

<b>ASSESSMENT METHODS</b>	Language of exams: English The student is assessed in a summative manner on their performance in the dissertation submitted. However, the supervisor will assess a draft in a formative manner at various stages in the dissertation process Assessment is via 100% dissertation report. The Dissertation report must be delivered by the assignment deadline and electronically submitted via Turnitin. The word limit of dissertation is 10,000 words.
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## 5. COURSE MATERIAL

<p>Students will be provided with access to various data sources and encouraged to make full use of them.</p> <p>There is no core text as such, as the module draws upon a range of research methods fields. Indicatively the following textbooks can be helpful.</p> <ul style="list-style-type: none"><li>• Saunders M.N.K, Lewis P. and Thornhill Formerly (2020). Research Methods for Business Students, 8th edition, Pearson</li><li>• William G. Zikmund, C.Quinlan, M. Griffin, B.Babin and J. Carr (2019). Business Research Methods, 2nd Edition, Cengage.</li></ul>
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