ΟΙΚΟΝΟΜΙΚΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΑΘΗΝΩΝ

ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS

STUDY GUIDE

2025 - 2026

/ibt international business & technology

Study **business & technology** in one of Europe's leading Universities

Bachelor in International Business & Technology

Contents

A. PART ONE: INFORMATION ABOUT THE INSTITUTION 5
A1. Name, address and contact details 6
A.2 Dates of academic year/semesters and academic periods 6
A3. Academic principles and services 7
A4. Organizational structure of AUEB 7
A5. Academic structure of AUEB 8
A6. General description of the Foundation 9
A7. List of courses of study leading to an academic degree 9
A8. Import/registration procedures 9
A9. Basic Regulations of the Institution (including academic recognition procedures) 9
A10. ECTS Coordinator of the Institution 10
B. PART TWO: INFORMATION ABOUT THE PROGRAMME 11
B1. Mission and Objectives of the Undergraduate Programme in International Business and Technology 12
B2. Learning Outcomes 13
B3. Teaching and Administrative staff 13
B4. Curriculum Structure and Degree Acquisition 13
B4.1 Student Advisor 15
B4.2 Traineeships 15
B4.2.1 Description of the course: Student Internship 15
B4.2.2 Learning outcomes of the course Student Internship 16
B4.3 Program of Pedagogical and Teaching Competence 17
B5. Curriculum 18
B5.1 Management, Leadership and Strategy 19
B5.2 Specialization Technology and Analytics 20
C. PART THREE: GENERAL INFORMATION FOR STUDENTS 135
C1. Student Club 136
C2. Electronic Services 136
C3. Medical Services, Insurance/Healthcare 137
C4. Services for Students with Special Needs 137
C5. Professor-Advisor or Student Advisor 138
C6. Study rooms - Reading rooms - Libraries 138
C7. Student Support Unit 139
C8. Technology Transfer and Innovation Unit 139
C9. Student Associations 139
C10. Alumni Network 140

C11. Volunteering Program 140
C12. Quality Assurance Unit 140
C13. Centre for Training and Lifelong Learning 141
C14. Submission of Complaints and Objections 141
C15. Gender Equality 141

A. PART ONE:
INFORMATION ABOUT THE INSTITUTION

A1. Name, address and contact details

ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS (AUEB)

Address: Patision 76, P.C. 104 34, Athens, Greece

Call Center: (+30) 210 82 03 911

Web page: https://www.aueb.gr

e-mail: webmaster@aueb.gr

Facebook: https://www.facebook.com/auebgreece

Twitter: https://twitter.com/aueb

A.2 Dates of academic year/semesters and academic periods

FALL SEMESTER

Classes begin: Monday, October 7, 2024

Break before Christmas Holidays: Friday, December 20, 2024

Classes restart: Tuesday, January 7, 2025

Classes end: Friday, January 17, 2025

Exam period January-February 2025

Start of Exams: Monday, January 20, 2025

End of Exams: Friday, February 14, 2025

Grades announcement: until Sunday, March 16, 2025

Holidays

October 28 Holiday - The Anniversary of the “No”

Monday, October 28, 2024 Epiphany

Monday, January 6, 2025 The Three Patron Saints of Education Day

Thursday, January 30, 2025

SPRING SEMESTER

Classes begin: Monday, February 17, 2025

Break before Easter Holidays: Friday, April 11, 2025

Classes restart: Monday, April 28, 2025

Classes end: Friday, May 30, 2025

Exam period June 2025

Start of Exams: Monday, June 2, 2025

End of Exams: Friday, June 27, 2025

Grades announcement: until Sunday, July 27, 2025

Holidays

Clean Monday, Monday, March 3, 2025

Greek Independence Day, Tuesday, March 25, 2025

Labor Day, Thursday, May 1, 2025

Pentecost Monday, Monday, June 9, 2025

A3. Academic principles and services

Rector's Authorities

The Rectorate Authorities of the University consist of the Rector and the Vice-Rectors as follows:

Rector: Professor Vasilios Vasdekis

Vice-Rectors:

Vice-Rector for Academic Affairs and Personnel: Professor Leonidas Dukakis

Vice-Rector for Research and Lifelong Learning: Professor Georgia Siougle

Vice-Rector for Economic Planning and Infrastructure: Associate Professor Eleanna Galanaki

Vice-Rector for International Cooperation & Development: Professor Athanasia (Nancy) Pouloudi

Dean's Authorities

School of Business

Dean: Professor Angeliki Polymenakou, Department of Management Science and Technology

School of Economic Sciences

Dean: Professor Thomas Moutos, Department of International and European Economic Studies

School of Business

Dean: Professor Ioannis Kotidis, Department of informatics

A4. Organizational structure of AUEB

The organization and operation of the Institution are governed by the applicable legislation in force. The **AUEB**is under the supervision of the Ministry of Education, Religious Affairs, and Sports. The governing bodies of Higher Education Institutions (HEIs), according to the current provisions, are:

- The Management Board
- The Senate
- The Rector
- The Vice-Rectors
- The Executive Director

Until the establishment of the Board of Directors of each HEI and the assumption of its duties, its responsibilities are exercised by the Rector's Council of the HEI.

A5. Academic structure of AUEB

The **Athens University of Economics and Business** (**AUEB**) is organized into two levels of academic units: Faculties and Departments. Each Faculty is composed of at least two Departments, covers a related group of scientific fields, and ensures an interdisciplinary approach to teaching and research across its Departments. The Faculty is responsible for supervising and coordinating the Departments' operations, as well as the educational and research work produced, in accordance with the Internal Regulation of Operation. The governing bodies of each Faculty, as defined by Law 4957/2022 (A 141), are: the Dean, and the Deanship.

The Department is the fundamental academic unit of the University, aiming to promote a specific field of science, technology, humanities, or arts through education and research. Each Department is composed of the following members: Teaching and Research Staff (DEP), Special Educational Staff (EEP), Laboratory Teaching Staff (EDIP), and Special Technical Laboratory Staff (ETEP), all serving within the Department. The governing bodies of the Department, according to Law 4957/2022 (A 141), are: a) the Assembly, b) the Board of Directors, c) the President, and d) the Vice-President.

The **AUEB** is comprised of **three Faculties** and **eight Departments**:

SCHOOL OF ECONOMICS:

- Department of International and European Economic Studies
- Department of Economics.

SCHOOL OF BUSINESS ADMINISTRATION:

- Department of Management Science and Technology
- Department of Business Administration
- Department of Accounting and Finance
- Department of Marketing and Communication

SCHOOL OF INFORMATION SCIENCES & TECHNOLOGY:

- Department of Informatics
- Department of Statistics

The staff of the University consists of the following categories:

TEACHING STAFF:

- Faculty Members: Teaching and Research Staff (D.E.P.)
- Emeritus Professors
- Visiting Professors
- Special Educational Staff (E.E.P.)
- Laboratory Teaching Staff
- Special Technical Laboratory Staff (E.T.E.P.)
- Scientific Associates
- University Scholars
- Scientific Staff

- Contract Lecturers
- Seconded teachers

ADMINISTRATIVE STAFF:

The **AUEB** provides both administrative and other services (such as food, housing, library, sports, etc.) to support its students and staff. More information regarding the organization and operation of these services can be found on the university's main website (https://www.aueb.gr/en).

A6. General description of the Foundation

The **AUEB**, as a Higher Education Institution, operates as a Legal Entity under Public Law and is supervised by the Ministry of Education, Religious Affairs and Sports.

AUEB is the third oldest Higher Education Institution in Greece and the first in the fields of Economics and Business Administration. Over time, the university expanded its scientific fields to include Informatics and Statistics. Since its establishment in 1920, **AUEB** has achieved numerous significant scientific milestones, building a rich history that shapes its modern standing and promises excellent prospects for the future.

As a center of excellence in academic research and teaching, **AUEB** is ranked among the top universities in Greece and is internationally recognized for its expertise in its core disciplines. The university's strong reputation stems from the high caliber of its academic staff, the quality of its research and teaching, and its modern curricula. Additionally, the exceptional training provided to its graduates enables them to achieve professional success both in Greece and abroad.

A7. List of courses of study leading to an academic degree

Detailed information about the study programs offered by **AUEB** is available in the study guides and on the websites of each department.

A8. Import/registration procedures

Admission to **AUEB**'s departments is achieved through nationwide examinations. Successful candidates of the Panhellenic Examinations register in the Faculties and Departments of Higher Education, including **AUEB**, every September. This registration is carried out through a mandatory electronic system, in accordance with the instructions provided by the Ministry of Education, Religious Affairs, and Sports.

A9. Basic Regulations of the Institution (including academic recognition procedures)

The basic regulations of the Foundation include, but are not limited to:

- Internal Rules of Operation of AUEB
- Regulation of Postgraduate and Doctoral Studies Programs

- Internal Audit Unit Operating Regulation
- Model Internal Regulation of Operation of University Laboratories
- Internal Regulation of Operation of the Training and Lifelong Learning Center of AUEB and Organizational Structure of its Services
- Rules of Operation of the Teaching and Learning Support Center of AUEB
- AUEB Internship Regulation
- Regulation of Operation of the Technology Transfer and Innovation Unit of AUEB
- Regulation of Summer Programs of Studies of AUEB

A10. ECTS Coordinator of the Institution

The ECTS Coordinator of the Institution is the respective President of the Quality Assurance Unit (MODIP), who ensures the compliance of the Institution with the principles and rules of the European credit accumulation and transfer system, supervises their observance and implementation and is responsible for the full recognition and transfer of credits.

B. PART TWO:
INFORMATION ABOUT THE PROGRAMME

B1. Mission and Objectives of the Undergraduate Programme in International Business and Technology

The Undergraduate Program of Studies in **International Business and Technology** at the **AUEB** was established in accordance with the decision made during the 9th Senate Meeting on 18-01-2024. This initiative was based on the recommendations of all **AUEB** Departments and complies with Laws 3391/2005, 4692/2020, and 4957/2022. The program aspires to:

- Address the significant gap in foreign language university education in Greece, particularly in areas that intersect management science and technological applications within the business environment (notably, this is the first undergraduate Programme established in Greece to target these scientific domains).
- Equip young scholars with contemporary skills essential for practicing management science in an international and global context.
- Enhance scientific and technological research.
- Contribute to the generation of new knowledge in the fields of management and technology.

Furthermore, the Undergraduate Program of Studies in International Business and Technology aims to promote the international outreach of the institution by providing instruction in management and technology to students from diverse global backgrounds. It also seeks to elevate Greece's international visibility, both in established academic fields of higher education (0413 and 0612, as defined by UNESCO's classification of scientific disciplines) and within the broader societal context.

The program emphasizes the delivery of high-quality education and scientific excellence. To achieve these objectives, it focuses on the following key areas:

- Ensuring the integrity of the curriculum and the suitability of the structure and organization of its two (2) tracks.
- Aligning learning outcomes with the European and National Higher Education Qualifications Framework.
- Continuously enhancing the quality of teaching, particularly through the integration of technology in the educational process.
- Attracting faculty members engaged in high-level scientific research and scholarship.
- Integrating teaching with research, while addressing the needs of the contemporary labor market.
- Establishing, implementing, and monitoring annual quality targets.
- Providing administrative services with a strong emphasis on the use of information technology (e-government).
- Ensuring the credibility of the internal evaluation of the Programme curriculum within the framework of the Internal Quality Assurance System (EQMS), in collaboration with the University's Quality Assurance Unit (MODIP).

B2. Learning Outcomes

As a graduate, you will be prepared to reliably demonstrate the ability to:

- Identify, interpret and effectively assess the key managerial, technological, social and economic issues facing businesses operating in local and international environments.
- Identify and critically evaluate organizational differences rooted in the different nature, purpose, structure, function and governance system of businesses and organizations.
- Identify, interpret and analyse financial statements; and evaluate the corresponding strategies that support a venture's investment decisions.
- Combine knowledge from different disciplines related to business and technology management and apply appropriate theories, methodologies, models and techniques to effectively analyze the internal and external environment of a modern organization and make informed strategic decisions.
- Propose to firms/organizations evidence-based actions to improve their performance on issues related to modern business management with an emphasis on entrepreneurship, innovation, and technology management.
- Analyze, design, and implement solutions to technology management problems through applied practice.
- Apply an operational approach to problems related to the use of technology.
- Demonstrate ability to combine knowledge of management and disruptive technologies and to critically evaluate their application in practice.
- Recognize and critically evaluate issues of multiculturalism, environmental sustainability and ethical governance in order to be able to function as a responsible citizen, professional and future leader.
- Integrate proven knowledge to pursue further studies with a high degree of autonomy.

B3. Teaching and Administrative staff

The staff of the Programme is categorized into four distinct groups: Teaching Research Staff, Auxiliary Teaching Staff, Laboratory Teaching Staff, and Administrative Staff. For more details, please see section A5.

B4. Curriculum Structure and Degree Acquisition

The educational framework for each academic year is organized into two teaching periods: the winter semester and the spring semester. Each semester comprises thirteen (13) full weeks of instruction. The academic calendar for the year is communicated at the beginning of the academic year.

Enrollment for **AUEB** students in the International Business and Technology program occurs within a designated deadline at the start of the academic year. Exceptionally, registrations and transfers of students are permitted in accordance with the prevailing regulations. Instruction is delivered through course lectures, with certain courses also incorporating tutorial exercises or workshops.

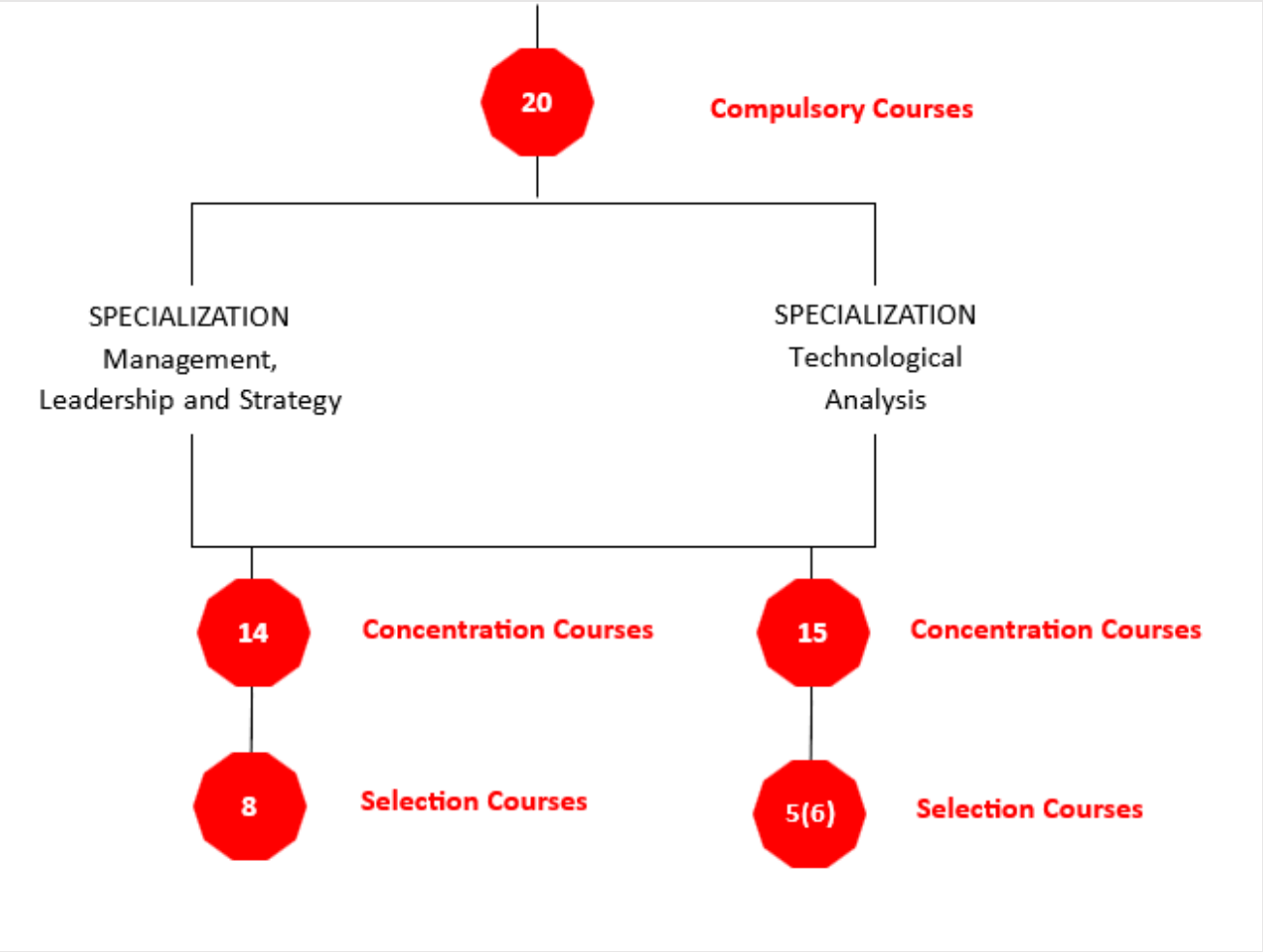
Examinations for the winter semester courses are held at the end of January, while examinations for the spring semester courses take place in June. In the event of failure in the examinations, a re-examination opportunity is provided in September for courses from both semesters. To be eligible for participation in a course examination, students must include the course in the "course statement" submitted at the beginning of each semester. This declaration is completed electronically within a timeframe announced by the Secretariat of the Programme.

It is important to note that if a student fails to declare a course to the Secretariat in a timely manner, the examination will be void, even if the student has achieved a passing grade.

Courses are graded on a scale of zero to ten (0-10), with a passing mark set at five (5). Following a relevant decision by the Senate, students have the opportunity to review courses in which they have received a passing grade. The maximum number of courses for which a student may request a re-examination is limited to 10% of the total number of courses required for the degree, with the resulting number rounded upwards. If a student requests a re-examination in the same course for the second time, that course will count as a second attempt toward the limit of re-examined courses. Students may only request a course review during the examination period immediately following the initial successful examination of that course. To be re-examined in a course, a student must submit an application to the Secretariat requesting the cancellation of the existing passing grade and a fresh review of the specific course. Students who do not adhere to examination conduct guidelines during an examination period automatically forfeit their right to re-examination.

To qualify for their degree, students must complete a total of 240 Academic Units (ECTS), irrespective of their chosen direction. Those selecting the 'Management, Strategy and Leadership' direction are required to pass a total of forty-two (42) courses. Of these, thirty-four (34) are compulsory: twenty (20) core courses taught during the first two years of study, which are common to both directions, and fourteen (14) compulsory specialization courses during the last two years of study. For the remaining courses, students must successfully complete eight (8) out of a total of fifteen (15) elective courses. Students opting for the Technological Analysis direction must pass forty (40) or forty-one (41) courses. Among these, thirty-five (35) are compulsory: twenty (20) core courses taught in the first two years of study—common to both directions—and fifteen (15) compulsory specialization courses in the final two years. For the remaining courses, students must successfully complete five (5) or six (6) out of a total of fifteen (15) elective courses. The program awards a single degree, regardless of the chosen direction.

Course Allocation



B4.1 Student Advisor

The Undergraduate Program in International Business and Technology has established the position of Study Advisor for each field of study and thematic unit of courses, as per the decision of the Assembly and in accordance with Article 64 of the **AUEB** Internal Regulation. The primary function of the Study Advisor is to assist students in transitioning from secondary to tertiary education, as well as to provide guidance on the effective organization and successful completion of their academic programs.

B4.2 Traineeships

B4.2.1 Description of the course: Student Internship

The internship is a compulsory course offered in the final semester of study across both tracks of the Program, amounting to 18 ECTS credits. This course provides students with the opportunity to gain practical experience relevant to their field of study. It is important to note that, for the successful completion of the programme, students must have completed two internships, regardless of their chosen track: (a) an internship related to

Business Management and (b) an internship related to Technology and Systems. The successful completion of the internship, along with other Program courses, is recognized through the awarding of ECTS credits. The total number of credits required for the four-year Program (8 academic semesters) is 240 ECTS, of which 18 correspond to the internship.

The primary aim of the internship is to facilitate the assimilation and expansion of knowledge, as well as to cultivate the skills and competencies necessary for students to effectively manage their professional roles. Additionally, the program aims to foster a sense of professional responsibility and develop students' initiative and innovative thinking. The internship experience also plays a crucial role in helping students transition smoothly into the workplace, providing them with valuable insights and strategies to navigate potential challenges in a professional environment.

Throughout the internship, students receive guidance from both the supervisor at the organization where they are placed and the academic/scientific coordinator of the internship, who is a faculty member of the undergraduate Programme. At the beginning of each semester, the faculty responsible for the internship program organizes a series of lectures to inform interested students about the program's operations and their obligations as interns.

Students are expected to work full-time (40 hours per week) for a duration of two months or part-time (25 hours per week) for three months. In total, students must accumulate at least 320 hours of employment within the organization of their choice.

The long-term operation of the internship program at **AUEB** has facilitated the establishment and strengthening of enduring partnerships with various business entities across the country's diverse business landscape. To further this initiative, networking activities and Cooperation Protocols have been developed with organizations and structures that promote employment and entrepreneurship. Additionally, efforts are made to develop and utilize innovative applications aimed at maximizing the effectiveness of the program and reaching the largest possible number of beneficiaries and participants.

B4.2.2 Learning outcomes of the course Student Internship

According to the learning objectives of the internship course, upon completion of the program, students will acquire the following knowledge (points 1 & 2), skills (points 3 & 4), and competencies (points 5 & 6). More specifically, they will be able to:

- Recognize and understand the significance of professionalism and appropriate behavior within a corporate or organizational context.
- Effectively select sectors and types of companies or positions that align with their career interests.
- Distinguish between the theoretical concepts taught in their courses and the practical applications as demonstrated by Greek companies.
- Analyze the influence of external (extra-corporate) and internal (intra-company) factors on the performance of the organizations in which they have been employed.

- Apply theories and models learned during their courses within leading companies and organizations both in Greece and internationally.
- Propose evidence-based actions aimed at enhancing the performance of the organizations where they have interned.

B4.3 Program of Pedagogical and Teaching Competence

The **AUEB** offers a Teacher Education Program (Pedagogical and Teaching Competence) that spans two semesters and is available to undergraduate students who are in at least their 7th or 8th semester. The program has been in operation since the academic year 2011-2012 and is offered by the Department of Computer Science since 2014-2015. It focuses on Educational Sciences and Teaching Practice and leads to the awarding of a Certificate of Pedagogical and Teaching Competence, in accordance with Law 3848/2010.

As specified in Article 2, paragraph b of Law 3848/2010, pedagogical and teaching competence is certified by obtaining a degree from a university department whose curriculum ensures sufficient theoretical and practical training for the appointment of graduates in primary or secondary education. The program's curriculum is evaluated after its first year of operation and subsequently every four years to confirm that it meets these standards. Certification of the program is formalized through a Ministerial Decision following the recommendation of the Pedagogical Institute.

AUEB's Teacher Education Program was the first of its kind at a Higher Education Institution (HEI) to be evaluated and certified by the Institute of Educational Policy and the Ministry of Education and Religious Affairs under MD 39460/Γ2/21-3-2013 (Government Gazette B' 689/26-3-13). The program is inspired by the best practices of leading institutions like the **Harvard School of Education** and the **Stanford School of Education** and is rooted in **experiential learning** or "learning by doing".

The Teacher Education Program has established both international and domestic partnerships in the field of pedagogy, which include:

1. University of Oslo, Department of Teacher Education and School Research, Norway.
2. Stockholm University, Department of Humanities and Social Sciences, Sweden.
3. Aalto University, Faculty of Arts, Department of Fine Arts, Helsinki.
4. University of Heidelberg, Institute of Pedagogical Studies, Germany.
5. Gavle University, Department of Teacher Education Sciences, Sweden.
6. Athens School of Fine Arts (ASFA).
7. Non-Profit Association "DIAZOMA".
8. **AUEB** MoKE.
9. **AUEB** ACEin.

This program aims to equip future educators with the theoretical knowledge and practical skills necessary to succeed in the field of education, while also contributing to their professional development in pedagogy.

The curriculum consists of two modules:

A. Pedagogical Competence

- Coursework: Involves eight (8) courses on education sciences, taught over two semesters, with each course consisting of a 2-hour weekly session.
- Objective: These courses are designed to provide the foundational knowledge necessary for teaching, focusing on pedagogical principles and methods.

B. Teaching Competence

- Practical Training: Includes the courses "Practical Training in Teaching I and II" (P.A.D. I and II), where students engage in real teaching activities within school environments.
- Mandatory Attendance: Participation in Roadless Areas I and II is compulsory, which appears to refer to fieldwork or teaching practice in various school units, possibly in challenging or underserved areas.
- Teaching Context: The program prepares students to teach in both formal (e.g., primary and secondary education) and informal education settings (e.g., vocational training, adult education).

Certification and Opportunities:

- Pedagogical and Teaching Competence Certificate: Graduates who obtain this certification can:
- Participate in ASEP's teacher competition for public school positions.
- Apply for teaching jobs as substitutes or hourly-paid teachers in primary and secondary education.
- Work in Second Chance Schools (SDE) or private schools.
- Teach in colleges, vocational training institutes (IEK), or Lifelong Learning Centers (KDVM) after passing a certification exam organized by EOPPEP (the National Organization for the Certification of Qualifications and Vocational Guidance).

This comprehensive program equips future educators with both theoretical and practical skills, ensuring that they are prepared for various teaching roles in diverse educational settings.

B5. Curriculum

The undergraduate programme of studies in International Management and Technology has established a modern and competitive curriculum with a clear scientific orientation, while also focusing on equipping students with practical skills for applying their academic knowledge in a business environment. To achieve this, the program offers a broad portfolio of courses structured across two distinct two-year study cycles.

First Cycle (Years 1 and 2):
During the initial two years, students are exposed to a wide range of disciplines, including:

- Organization and Management.
- Organizational Psychology and Behavior.
- Marketing.

- Accounting.
- Finance.
- Information Technology.
- Economics.
- Statistics.

This foundation ensures that students acquire a solid understanding of various fields relevant to management and technology.

Second Cycle (Years 3 and 4):

In the final two years, students choose a specialization through one of two proposed tracks, allowing them to focus on the subject area that interests them most. This choice is made starting in the fifth semester.

The curriculum is divided into **compulsory** and **elective courses** across eight teaching semesters. Courses from the 1st, 3rd, 5th, and 7th semesters are offered in the winter semester, while courses from the 2nd, 4th, 6th, and 8th semesters are taught in the spring semester. The combination of compulsory courses and a wide selection of electives provides a comprehensive academic framework that equips students with the skills required in the modern labor market.

Specialization Tracks:

A. **Management, Leadership, and Strategy:**
   This track focuses on developing leadership skills, strategic thinking, and advanced knowledge in management practices.

B. **Technology and Analytics:**
   This track emphasizes the intersection of technology and data analytics, preparing students for careers in the increasingly data-driven business environment.

The combination of theoretical knowledge and specialized expertise enables students to graduate with a well-rounded skill set, tailored to their chosen field of study.

B5.1 Management, Leadership and Strategy

This specialization is designed to equip students with the skills needed to effectively manage organizations, make informed strategic decisions, and cultivate leadership abilities. The primary goal is to prepare students for roles of responsibility in various industries, enabling them to navigate and manage complex challenges in dynamic business environments. To achieve this, the curriculum blends theoretical knowledge with practical applications, focusing on three core areas:

- **Management of Organizations (Management)**

This area explores fundamental management principles, including human resource management, organizational behavior, project management, process optimization, resource efficiency, and productivity improvement.

- **Leadership (Leadership)**

The focus here is on developing leadership skills such as emotional intelligence, team management, conflict resolution, and personal leadership styles, while also exploring various leadership models and their applications in different contexts.

- **Strategy**

Students are trained to analyze and understand strategic business plans, make decisions that affect the long-term sustainability and growth of organizations, and become familiar with strategic thinking, competitive analysis, and the development of long-term business goals.

Graduates of this specialization acquire advanced scientific and technical expertise, enabling them to:

- Design and implement strategies that foster organizational growth and innovation.
- Enhance their leadership capabilities and effectiveness in managing teams.
- Develop decision-making skills under pressure and respond to crises effectively.
- Analyze data, forecast key corporate metrics, manage risks, and identify business opportunities.

This specialization prepares students to take on leadership roles and make strategic contributions to the organizations they join.

B5.2 Specialization Technology and Analytics

This specialization is designed to focus on the analysis, evaluation, prediction, optimization, and utilization of data derived from management activities, with a particular emphasis on technological development and application. Students will gain the knowledge and skills necessary to analyze data and generate valuable insights that support decision-making across various business functions. The specialization equips students with critical competencies highly sought after in the modern labor market, helping organizations succeed through the effective use of data and technology. Graduates will acquire proficiency in the following key areas:

- **Data Measurement and Analysis:**

Mastering methods for collecting, processing, and analyzing data to assess business performance, monitor market trends, and improve decision-making.

- **Prediction and Optimization:**

Utilizing statistical models and advanced analytical tools to forecast future business outcomes and optimize operational processes for efficiency and profitability.

- **Technological Applications:**

Exploring the latest technological advancements in data analysis, including artificial intelligence (AI), machine learning, big data, and other cutting-edge technologies used in data management and analytics.

- **Technology Project Management:**

Gaining an understanding of how to manage technology-driven projects, including the design, implementation, and evaluation of technological applications within organizations.

Graduates of this specialization will be equipped to:

- Analyze complex datasets and draw actionable conclusions to enhance business decision-making.
- Apply advanced tools and methodologies to support strategic initiatives and improve organizational performance.
- Foster innovation by leveraging technological advancements and data-driven insights to solve real-world business challenges.

This specialization provides students with the critical technical skills and strategic mindset needed to thrive in technology-oriented roles across industries.

Curriculum for the Academic Year 2025-26

Note: C= compulsory course, E= elective course, CN= concentration course, *= The Greek Language course is offered as an elective and is not included in the calculation of the final degree classification.

COURSE CODE	1ST SEMESTER	INSTRUCTOR(S)	COURSE CODE	2ND SEMESTER	INSTRUCTOR(S)
xxx C	Management		xxx C	Marketing	
xxx C	Work and Organizational Psychology		xxx C	Financial Accounting	
xxx C	Microeconomics		xxx C	Macroeconomics	
xxx C	Introduction to CS and Programming (Python) +LAB		xxx C	Data Structures, Programming and Algorithms (incl. LAB)	
xxx C	Mathematics for Business I (Calculus)		xx C	Innovation in Organizations: Knowledge, Creativity and the Processes of Innovation (Erasmus)	
OPTIONAL	Greek Language *		OPTIONAL	Greek Language *	
COURSE CODE	**3RD SEMESTER**	**INSTRUCTOR(S)**	**COURSE CODE**	**4TH SEMESTER**	**INSTRUCTOR(S)**
xxx C	Managerial Accounting		xxx C	Corporate Finance	
xxx C	Consumer Behavior (Erasmus)		xxx C	Organizational Behaviour	
xxx C	Financial Management (Erasmus)		xxx C	Analysis, Design and Management of Information Systems (Erasmus)	
xxx C	Database Systems (incl. LAB)		xxx C	Technology and Management (incl. Lab on Enterprise Sytstems)	
xxx C	Statistics I: Propability and Estimation (Erasmus)		xxx C	Statictics II: Inference and Regression (Erasmus)	

Concentration: MLS -Management, Leadership and Strategy

Note: C= compulsory course, E= elective course, CN= concentration course, *= The Greek Language course is offered as an elective and is not included in the calculation of the final degree classification.

COURSE CODE	5TH SEMESTER	INSTRUCTOR(S)	COURSE CODE	6TH SEMESTER	INSTRUCTOR(S)
xxx C	Strategic Management (Erasmus)		xxx C	Personal Skills Development	
xxx C	International Management and the Global Firm (Erasmus)		xxx C	Human Resource Management (Erasmus)	
xxx C	Conflict Management and Negotiations		xxx C	Managerial Decision Making and O.R.	
xxx C	CSR and Ethical Issues in Business and Technology		xxx C	Financial Statement Analysis and Reporting (Erasmus)	
	ELECTIVE COURSES (Two among the following)			**ELECTIVE COURSES** (Two among the following)	
xxx E	Managing M&As and Strategic Alliances		xxx E	Managing Family Business and SMEs	
xxx E	Cross Cultural Communication		xxx E	Organizational Theory	
xxx E	Management and Strategy Consulting		xxx E	International Trade	
xxx E	E-business		xxx E	Business Process Modelling/Innovation	
xxx E	Topics in Environmental, Social and Governance (ESG)				
COURSE CODE	**7TH SEMESTER**	**INSTRUCTOR(S)**	**COURSE CODE**	**8TH SEMESTER**	**INSTRUCTOR(S)**
xxx CN	Entrepreneurship (Erasmus)		xxx C	International Marketing	
xxx C	Digital Marketing and Social Media		xxx C	Strategy Implementation and Change Management	
xxx C	International Supply Chains and Logistics		xxx C	Internship related to Business Management	
	ELECTIVE COURSES (Four among the following)			**ELECTIVE COURSES** (Four among the following)	
xxx E	International Economics (Erasmus)				
xxx E	Theory and Practice of Economic Integration (Erasmus)				
xxx E	Competing through Business Models				
xxx E	Digital Business Transformations				
xxx E	Project Management and Professional Practice				

Concentration: Technology and Analytics

Note: C= compulsory course, E= elective course, CN= concentration course, *= The Greek Language course is offered as an elective and is not included in the calculation of the final degree classification.

COURSE CODE	5TH SEMESTER	INSTRUCTOR(S)	COURSE CODE	6TH SEMESTER	INSTRUCTOR(S)
xxx C	Strategic Management (Erasmus)		xxx C	Personal Skills Development	
xxx C	Data Analysis		xxx C	Business Intelligence and Data Engineering	
xxx C	Mathematics for Business II (Algebra)		xxx C	Mobile and Web Application Development	
xxx C	Cloud and DevOps		xxx C	Artificial Intelligence	
	ELECTIVE COURSES (Two among the following)			**ELECTIVE COURSES** (One among the following)	
xxx E	E-business		xxx E	Visual Analytics	
xxx E	Fin Tech Applications		xxx E	Consumer Analytics	
xxx E	Privacy and Legal Issues in Technology		xxx E	Human Resource Management (Erasmus)	
xxx E	Managing M&As and Strategic Alliances		xxx E	Information Systems Management (Erasmus)	
xxx E	Network Economics and Game Theory		xxx E	Categorical Data Analysis	
COURSE CODE	**7TH SEMESTER**	**INSTRUCTOR(S)**	**COURSE CODE**	**8TH SEMESTER**	**INSTRUCTOR(S)**
xxx CN	Entrepreneurship (Erasmus)		xxx C	The Strategic Management of Technological Innovation	
xxx C	Digital Marketing and social media		xxx C	Distributed Ledger Technologies (blockchain, digital currencies, crypto currencies, NFTs).	
xxx C	Applied Machine Learning		xxx C	Internship related to Technology and Systems	
xxx C	Financial Time Series Analysis				
	ELECTIVE COURSES (Two among the following)				
xxx E	Project Management and Professional Practice				
xxx E	Software Quality Assurance and Continuous Integration				
xxx E	Digital Business Transformations				
xxx E	IT and Cybersecurity				
xxx E	Fundamentals of Industry 4.0				

ERASMUS Courses

FALL SEMESTER	INSTRUCTOR(S)
Consumer Behavior	
Financial Management	
Statistics I: Probability and Estimation	
Strategic Management	
International Management and the Global Firm	
Entrepreneurship	
International Economics	
Theory and Practice of Econom Integration	

SPRING SEMESTER	INSTRUCTOR(S)
Innovation in Organizations: Knowledge, Creativity and the Processes of Innovation	
Analysis, Design and Manageme Information Systems	
Statistics II: Inference and Regres	
Human Resource Management	
Financial Statement Analysis and Reporting	
Information Systems Manageme	

B6. Course Descriptions

1st SEMESTER

Course title:	**Management**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	1st
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: Upon completion of the course, students will:

- understand key corporate functions,
- gain knowledge and skills related to business operations,
- be able to critically evaluate corporate actions and operations, and
- be capable of applying models, techniques, and tools in practice.

Prerequisites: None

Course content: The course is an introduction to business administration. It covers basic management concepts, the characteristics of businesses, and their core functions. It examines how businesses achieve their goals through the contribution of each corporate function and the coordination of operations.

Teaching and learning methods – assessment: Lectures on the theoretical/practical part and student presentations.

Evaluation/scoring methods: Final written exam and optional individual assignment.

Recommended bibliography:

- Bennet R. (2002). Introduction to Business Administration (Management). Athens: Klidarithmos Publications (ISBN 960-209-537-7), 3rd English edition.

Course title:	**Work and Organizational Psychology**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	1St
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: After the end of the course, students will be able to use the models, concepts and practical applications of organizational psychology in order to work more efficiently in modern businesses and contribute to their development.

Prerequisites: None

Course content: Organizational Psychology is an area of applied psychology. It investigates employees' interaction at workplace using social sciences' theories and research designs, exploring simultaneously relationships amongst employees. The course is designed to offer an introduction to the field of work and organizational psychology in relations to courses such as Human Resource Management and Organizational Behaviour and Leadership. When completing this course students will be able to use the models, constructs and practical implications of organizational psychology in order to perform more effectively at work in benefit of themselves and their organizations. The course is based on the analysis of the basic applications of organizational psychology. The sections that will be discussed are the following: Psychological assessment at work and individual differences (Cognitive ability, personality and emotional intelligence), attitudes at work, occupational stress and burnout, work satisfaction, career management and development and teamwork, etc.

The course content includes the following main thematic units:

- Introduction – Basic concepts: The beginning and evolution of Organizational Psychology - Video screening (Documentary)
- Psychometric Assessment in Organizational Psychology – Psychology of individual differences – Intelligence – Cognitive Skills Questionnaire – Video screening (Documentary)
- Psychology of individual differences – Personality - Personality Questionnaire
- Psychology of individual differences – Emotional Intelligence
- Learning – Attribution of causes of behavior
- Prejudices, stereotypes and perception - Video screening (Documentary)
- Attitudes, job satisfaction and positive work behaviors
- Integration, socialization in the organization and the Psychological Contract
- Work Performance and Negative Work Behaviors - Video Screening
- Occupational stress and burnout – Work-related stress questionnaire to be completed in class -

Video projection • Team Dynamics and Processes in the Workplace – Questionnaire of Group Work Types
Teaching and learning methods – assessment: Lectures on the theoretical/practical part and student presentations.
Evaluation/scoring methods: Final written exam and optional individual assignment.
Recommended bibliography: • Greenberg J., and Baron R.A., (2013). Organizational Behavior and Psychology. Athens, Gutenberg Editions (ISBN: 978-960-01-1382-2), 1st English Edition.

Course title:	**Microeconomics**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	1st
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.-
Instructor(s):	-
Intended learning outcomes: The purpose of the course is to present the main basic theoretical concepts of Economics for the understanding of the functioning of markets and the behavior of consumers and businesses. The course is dedicated to the analysis of demand and supply theory of goods, through thorough analysis of demand and supply in product markets, the usefulness of demand and supply elasticity in the business world, economic efficiency, the impact of various government interventions on the market, consumer behavior, and the theory of production and enterprise costs, as defined in neoclassical microeconomic theory.In addition, an in-depth analysis of market organization and enterprise theory is presented, as well as for the determination of product prices in the various forms of markets, along with the precise examination and foundation of economic efficiency in the various product markets.	
Prerequisites: None	
Course content: Demand and Supply, Elasticity of Demand and Supply, Determinants of Demand, Determinants of Supply, (Production, Cost, Profit, Perfect Competition), Economic Efficiency and Government Interventions in Product Markets, Single-Price Monopoly, and Monopolistic Competition.	
Teaching and learning methods – assessment: Lectures and tutorials.	
Evaluation/scoring methods: Final written exam.	
Recommended bibliography: • "Economics (Microeconomics)" by Mankiw N. Gregory and Taylor P. Mark, Tziola Publishers, 5th Edition, 2021.	

- "Microeconomics, Theory - Practice", by Robin Bade and Michael Parkin, Rosili Publications, 2nd Edition, 2018.

Course title:	**Introduction to Computer Science and Programming (Python) + Lab**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	1st
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.-
Instructor(s):	-

Intended learning outcomes:

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

- Understand and differentiate basic information representation systems at the bit level of the binary number system, as well as at the file and database level.
- Describe the basic architecture of a computer system and explain the fundamental structures of a computer instruction.
- Explain key concepts of process management in operating systems and calculate the execution delay of various scheduling policies.
- Understand and compare different multiple-access protocols in networks, describe and analyze the TCP protocol, and explain the basic process of routing information on the Internet.
- Grasp fundamental algorithm concepts (loops, conditions), distinguish and calculate the complexity of basic search and sorting algorithms, and design data structures (e.g., trees, linked lists) for information representation.
- Identify the stages of program compilation and recognize syntactically correct and unambiguous syntax.
- Describe fundamental computability concepts and differentiate between complexity classes of problems.
- Understand core programming concepts such as variables, assignment statements, built-in data types, selection structures, loops, arrays, and input/output operations.
- Apply more advanced programming techniques in Python, including object-oriented programming, functions, methods, classes, libraries, ArrayList, and graphics.
- Design classes and methods in Python, and write complete programs to solve specific problems.
- Develop advanced programs using recursion, and understand the relationship between loops and recursion.

• Implement classic sorting and search algorithms to perform operations on arrays and strings.
Prerequisites: There are no prerequisite courses. However, a solid understanding of all Computer Science courses taught in High School is essential.
Course content: The course covers fundamental concepts of algorithms and computer programming, including principles of basic logic, modularity, sequence, recurrence, recursion, and algorithm efficiency. It also addresses data structures (arrays, lists, stacks, trees), theory of computation (computability and complexity, P and NP classes), computer architecture (logic gates, instruction execution, memory, machine architecture, machine language, parameter definitions, input/output devices), programming languages (grammars, syntactic analysis, compilers), operating systems (processes, process management), file and database systems, and computer networks and the Internet (basic Internet protocols, HTML, TCP, Wi-Fi).
Teaching and learning methods – assessment: Lectures, lab lectures, lab exercises and optional group assignments.
Evaluation/scoring methods: The final grade is the weighted average of the final written exam (with a weight of 70%) and the grade of the oral examination in the laboratory (with a weight of 30%).
Recommended bibliography: • "Computer science: an overview," J. G. Brookshear, D. Smith, and D. Brylow, Pearson; 12th edition, 2014 • “Computer Science Illuminated,” N. Dale, J. Lewis, Jones & Bartlett Learning; 7th edition, 2019. • “Foundations of Computer Science”, B. A. Forouzan, F. Mosharraf, 2nd edition, 2007.

Course title:	**Mathematics for Business I (Calculus)**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	1st
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-
Intended learning outcomes: The purpose of the course is to help students understand and familiarize themselves with fundamental quantitative methods essential for solving problems in business administration and organization. The course presents a variety of mathematical tools and applications.	
Prerequisites: None	
Course content: Topics include: • Solving linear systems by elimination (Gauss Method and Gauss-Jordan Method)	

- Matrices and solving linear systems by inversion
- Matrix determinants and finding inverses using determinants (Cramer's Method)
- Partial derivatives, total differential, total derivative, Jacobian matrix, and Hessian matrix
- Braided real functions and the knitted function theorem
- Braided vector functions
- Optimization of real functions of one variable without constraints
- Optimization of real functions of multiple variables without constraints
- Optimal values of functions: maximum values and the theorem of the surrounding curve
- Optimization of functions of two variables with one constraint (Lagrange multiplier method and second-order conditions)
- Optimization of functions of multiple variables with constraints using the Lagrange multiplier method
- Optimal values of functions: maximum value functions and the environment theorem curve
- Indefinite and definite integrals
- Introduction to differential equations: first-order differential equations
- Additional methods for solving differential equations
- Difference equations.

Teaching and learning methods – assessment: Lectures

Evaluation/scoring methods: Written exam

Recommended bibliography:

- Xepapadeas A.'Methods of Mathematical Economics'.
- "Applied Mathematics for Business and Economics" (in Greek). Panagiotis Lorentziadis and Constantinos Bourlakis, 2nd Edition. Athens University of Economics and Business Publications, Athens, 2016.
- Notes on Vector Spaces: www.aueb.gr/users/demos/vectors.pdf. (in English).
- Chiang 'Fundamental Methods of Mathematical Economics' (in English).
- Magnus and Neudecker 'Matrix Differential Calculus (in English).

Course title:	**Greek Language**
Code number of the course:	xxx
Type of course:	Optional
Study level:	Undergraduate
Semester of study:	1st
Weekly teaching hours:	3
Number of credits awarded:	Non-credit course
Language of instruction and examinations:	Greek

The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The course aims at understanding the basic concepts of the Greek language and improving students' grammar and syntactic skills. Students will develop the ability to compose texts in both simple and complex forms, analyze and comprehend written texts, and express themselves clearly in both spoken and written communication.

Prerequisites: None

Course content:

The course covers the following topics:

- Basic principles of the Greek language
- Grammar and syntax
- Vocabulary and language usage
- Text analysis and comprehension
- Writing of texts
- Oral expression

Teaching and learning methods – assessment: Lectures. The lectures focus on both theoretical and practical approaches to language topics, encouraging student participation with exercises and classroom discussions.

Evaluation/scoring methods: Written exam at the end of the semester, which will include multiple-choice questions, grammar and syntax exercises, as well as an essay.

Recommended bibliography:

The bibliography will be announced at the beginning of the course and will include both Greek and foreign language textbooks related to language and linguistics.

2nd SEMESTER

Course title:	**Marketing**
Code number of the course:	xxx
Type of course:	Optional
Study level:	Undergraduate
Semester of study:	2nd
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The aim of the course is to synthesize and apply all elements of marketing within the framework of comprehensive marketing planning. Emphasis is placed on the importance of marketing for the growth and well-being of a business.

Prerequisites: None

Course content: The course provides an introduction to the use and application of marketing philosophy in the business environment. The structure of the lectures is designed to help students become familiar with fundamental marketing concepts and tools, including market segmentation, product lifecycle, consumer behavior, market and marketing research, and the marketing plan.

- Marketing Philosophy
- Competitive Advantage and Marketing
- Strategic, Tactical and Internal Marketing
- Consumer Behavior
- Marketing and Market Research
- Market Segmentation
- The Marketing Mix
- The Marketing Plan
- Product and Brand Policy
- Product Promotion
- Integrated Marketing Communication
- Characteristics of Services

Teaching and learning methods – assessment: Lectures and case studies from the modern and highly competitive business world.

Evaluation/scoring methods: Written exam.

Recommended bibliography:

- Kotler, P. Keller, K., "Marketing Management", 15th American/2017, Klidarithmos Publications Ltd, Athens

Course title:	**Financial Accounting**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	2nd
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon completion of the course, students will:

- Understand and describe the basic concepts and terms of accounting, such as accounting equality, accounting events, income, expenses, assets, liabilities, net worth, inventory, balance sheet, profit and loss account, and balances, as well as recognize the relationships between these concepts.
- Explain how the double-entry accounting system works.
- Process accounting events and transactions and classify accounts in financial statements.
- Record accounting events and transactions in double-entry accounting and analyze their impact on the financial figures of an enterprise.
- Organize and compile information from the double-entry accounting system and prepare the financial statements of the enterprise.
- Measure and evaluate the performance and financial condition of the enterprise based on the information provided in its financial statements, in order to make rational business decisions."

Prerequisites: None

Course content: The course aims to establish a solid foundation for understanding modern accounting theory and practice, highlighting its critical role in the management of businesses and organizations. Financial accounting primarily involves the recording and processing of financial events and transactions (bookkeeping). In this context, financial accounting serves as an information system significantly impacted by advancements in information technology and the widespread use of computers. Conversely, as an applied science within the broader field of economics, financial accounting pertains to the rules governing the recognition and measurement of various elements of financial statements (such as assets, liabilities, income, and expenses), as well as the preparation, content, and publication of these statements. These rules have been profoundly influenced by scientific research in recent decades and the internationalization of the economy, resulting in the establishment of common frameworks and standards globally.

Teaching and learning methods – assessment: The course is taught through a combination of lectures and tutorials. During the lectures, emphasis is placed on presenting the theoretical background of accounting and analyzing various concepts, terms, and problems. Simultaneously, a series of exercises are solved to help students understand the topics and familiarize themselves with accounting practice. Students are actively involved and work in groups to solve these exercises. In addition to lectures, there are tutorial sessions designed to give students the opportunity to deepen their understanding of the course material.
Evaluation/scoring methods: Written examination and individual assignment
Recommended bibliography: • Libby Robert, Libby Patricia A., Hodge Frank, Financial Accounting, Broken Hill, Nicosia.

Course title:	**Macroeconomics**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	2nd
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: This course aims to introduce participants to Macroeconomics, the most important field of economics that examines the entire economy of a country. The course explores various schools of economic thought, including Classical economists, Keynesians, Monetarists, Neoclassicists, and Neo-Keynesians. Macroeconomics focuses on aggregates of economic indicators, such as GDP (Gross Domestic Product), labor force, inflation, government spending, tax revenues, exports, imports, interest rates, fiscal deficit, and public debt. In addition to establishing a theoretical foundation, the course emphasizes Applied Macroeconomics through data collection and policy analysis.

Key questions explored include:

- What options do governments have to conduct fiscal policy, and what constraints do they face?
- What tools do central banks possess, and how does monetary policy influence the economy?
- How are interest rates determined?
- How do financial markets operate, and why are financial intermediaries necessary?
- How has the US financial crisis impacted global markets?
- What were the effects of the financial-fiscal crisis in the Eurozone?
- How has the COVID-19 crisis influenced key macroeconomic aggregates?
- What are the causes of inflation and deflation?

• What is the role of cryptocurrencies? To address these questions, the course provides participants with a set of analytical tools for understanding fiscal and monetary policy and the financial sector.
Prerequisites: None
Course content: The curriculum of the course covers basic and contemporary topics. The following sections are examined in detail: National Accounts – Measurement of National Income, Consumption, Investments, Exports, Imports. Determination of Total Supply and Total Demand. Macroeconomic Policy in Closed and Open Economy, Determination of the equilibrium level of national income, Money Supply and Demand. Classical model and basic Keynesian model, Models: IS-LM, AD-AS, IS-MP, IS-LM-BP. Economic Fluctuations and Economic Policy. Stabilization Policy and Business Cycle Analysis. Budget policy. Public Debt and State Budget Deficits, Tax revenues. Public Expenditure and its financing. Monetary Policy and the Central Bank. Unemployment, inflation and the Phillips curve. Denominal, Real Exchange Rates and Balance of Payments. Economic growth and productivity. International Trade and Competitiveness.
Teaching and learning methods – assessment: The course is taught primarily through lectures. During these sessions, key macroeconomic theories and policy issues are discussed alongside relevant applications. To optimize learning outcomes and encourage dialogue with students, case studies, research papers, and articles on both the Greek and international economy are distributed. These materials combine analytical thinking and empirical analysis with data usage. Upon successful completion of the course, students will be able to analyze, interpret, and explore various issues related to macroeconomic policy.
Evaluation/scoring methods: The evaluation consists of a written examination and written progress reports, as well as presentations of papers, which are undertaken in consultation between the student and the instructor.
Recommended bibliography: • David Begg, Gianluigi Vernasca, Stanley Fischer and Rudiger Dornbusch, “Economics”, 2020, 12th ed., McGraw-Hill, ISBN: 9781526847393. • N.G. Mankiw, M.P. Taylor, Economic Macroeconomics, 5th edition, 2021, Tziola Publications • Paul Krugman, Robin Wells, Macroeconomics in Teaching Units, 2018, Gutenberg Publications • Frederic Mishkin, Macroeconomic Policy and Practice, 2015 Utopia Publications.

Course title:	**Data Structures, Programming and Algorithms (incl. LAB)**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	2nd
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.

Instructor(s):	-

Intended learning outcomes:

Upon successful completion of the course, students will:

- Understand how algorithms and data structures are used to solve real-world problems.
- Learn to consider the factors involved in solving computational problems, including efficiency and complexity.
- Gain familiarity with basic cryptography principles that govern digital communications and transactions.
- Acquire techniques used to solve big data problems across different fields of application.

Prerequisites: None

Course content: The course aims to introduce students to the core principles and techniques of algorithms and data structures, emphasizing their application to real-world problems. The course will cover:

- Algorithms and complexity analysis
- Key data structures (e.g., arrays, linked lists, stacks, queues, trees, etc.)
- Graphs and networks
- Introduction to cryptography

Teaching and learning methods – assessment: Theoretical lectures and problem-solving exercises, laboratory sessions involving hands-on exercises with data structures and algorithms.

Evaluation/scoring methods: The final grade is the weighted average of the final written exam (with a weight of 70%) and the grade of the oral examination in the laboratory (with a weight of 30%).

Recommended bibliography:

- Cormen, T. H., Leiserson, C. E., Rivest, R. L., & Stein, C. (2022). Introduction to algorithms (4th ed.). MIT Press.

Course title:	**Innovation of Organizations: Knowledge, Creativity and the Innovation Process**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	2nd
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: In today's rapidly evolving environment, organizations and businesses must continuously innovate and turn uncertainty into opportunities. This requires employees at all levels to foster creative thinking and effectively utilize organizational knowledge to enhance innovation performance and outcomes. This course provides an introductory overview of innovation, its processes, and innovation management, with a particular focus on the underlying phenomena of knowledge and creativity. The course aims to deepen students' understanding of the dynamics of organizational knowledge, the prerequisites for fostering organizational creativity, and how these elements are interconnected with innovation. Innovation is the central theme of the course. Various forms of innovation that organizations can pursue will be examined, and students will learn frameworks for analyzing how different organizational structures, processes, and management methods can be employed to implement and manage innovation effectively. The course aims to "open the black box" of innovation, equipping students with essential concepts and frameworks that will enable them to better understand and manage innovation in real-world scenarios.

Prerequisites: There are no prerequisite courses for this class. However, it is recommended that students have completed introductory courses in Management, and/or Organizational Behavior to better grasp the course material.

Course content:

Introduction to the Course (Session 1):

- Course structure and requirements
- Overview of the three thematic units – Innovation, Creativity and Knowledge

Innovation (Sessions 2-3 & 5 &7):

- Defining Innovation: Terminology, types, and forms of innovation
- Creativity and innovation factors
- Insights from innovation leaders: Open innovation
- Incentives for fostering innovation
- Innovation management frameworks: Developing new products and services, and bringing innovation to market
- Identifying opportunities for innovation: The Ten Types of Innovation

Basics of Creativity and Knowledge Management (Session 4):

- Introduction to creativity: Facts, myths, and truths
- Understanding the language of knowledge

Interim Presentations (Session 6)

More about Creativity (Session 8):

- Creative Strategy – Strategic management frameworks and their role in creativity and innovation
- Creativity tools: Unlocking the creative potential of human resources
- Barriers to innovation and creativity

More about Knowledge (Sessions 9-10)

- Different forms of organizational knowledge
- Evaluating the outcome of knowledge: Intellectual Capital

- Knowledge management: What it is and how it's applied
- Tools for effective knowledge management
- The Egg Game: A creativity and teamwork exercise

Final Presentations (Sessions 11-12)

Teaching and learning methods – assessment:

The course will be delivered through in-person instruction, consisting of one 3-hour lecture per week. In addition, students will engage in individual work and participate in presentations.

Evaluation/scoring methods:

- 70% of the grade is based on individual (or paired) written work (60% written report, 10% presentation).
- 30% of the degree is based on individual assignments and participation.

Recommended bibliography:

Manuals for Innovation Management

The following manuals are primarily recommended for the field of innovation management. One of these texts is useful for general reference throughout the course:

- Keely, L. et al. (2013), Ten Types of Innovation: The Discipline of Building Breakthroughs, John Wiley.
- Schilling, M. (2016), Strategic Management of Technological Innovation, 5th Edition, McGraw-Hill. (Earlier editions are also relevant!)
- The OSLO MANUAL, OECD, Chapters 2 and 3.

Important Books in the Field of Innovation

- Burgelman, R.A., Christensen, C.M., & Wheelwright, S.C. (2008), Strategic Management of Technology and Innovation, 5th Edition, McGraw-Hill.
- Chesbrough, H.W. (2006), Open Innovation: The New Imperative for Creating and Profiting from Technology, Harvard Business School Publishing.
- Christensen, C.M. (1997), The Innovator's Dilemma, Harvard Business School Press.
- Christensen, C.M. & Raynor, M.E. (2003), The Innovator's Solution, Harvard Business School Press.

Highly Rated Books on Knowledge and Creativity

- Milton, N. & Lambe, P. (2016), The Knowledge Manager's Handbook, Kogan Page Publishers.
- Easterby-Smith, M., & Lyles, M. (Eds.) (2011), Handbook of Organizational Learning and Knowledge Management, 2nd Edition, Wiley.
- Michalko, M. (2001), Cracking Creativity: The Secrets of Creative Genius for Business and Beyond, Ten Speed Press.

Course title:	**Greek Language**
Code number of the course:	xxx
Type of course:	Optional
Study level:	Undergraduate
Semester of study:	2nd
Weekly teaching hours:	3
Number of credits awarded:	Non-credit course
Language of instruction and examinations:	Greek
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The course aims at understanding the basic concepts of the Greek language and improving students' grammar and syntactic skills. Students will develop the ability to compose texts in both simple and complex forms, analyze and comprehend written texts, and express themselves clearly in both spoken and written communication.

Prerequisites: None

Course content:

The course covers the following topics:

- Basic principles of the Greek language
- Grammar and syntax
- Vocabulary and language usage
- Text analysis and comprehension
- Writing of texts
- Oral expression

Teaching and learning methods – assessment: Lectures. The lectures focus on both theoretical and practical approaches to language topics, encouraging student participation with exercises and classroom discussions.

Evaluation/scoring methods: Written exam at the end of the semester, which will include multiple-choice questions, grammar and syntax exercises, as well as an essay.

Recommended bibliography:

The bibliography will be announced at the beginning of the course and will include both Greek and foreign language textbooks related to language and linguistics.

3rd SEMESTER

Course title:	**Managerial Accounting**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	3rd
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Acquire foundational knowledge of cost accounting, including various forms of costs (direct and indirect, variable and fixed), calculation of produced and sold costs, and elements of production costs (raw materials, direct labor, and general industrial expenses). They will also understand how to allocate costs between departments.
- Familiarize themselves with the preparation, monitoring, and control of the total budget for enterprises, as well as the analysis of variances that arise from comparing budgets with actual accounts in terms of both revenue and expenditure.
- Understand the methodology for making short-term decisions based on cost information and analyze cost-volume-profit relationships effectively.

Prerequisites: There are no prerequisites for attending the course, but basic knowledge of financial accounting facilitates its attendance.

Course content:

The course covers the following:

1. **Introduction to Management Accounting**

- Basic concepts and characteristics of management accounting
- Information sources (internal and external)
- Information management (information systems and analysis)

2. **Cost Accounting Fundamentals**

- Introduction to cost accounting
- Basic cost concepts and distinctions
- Calculation of costs produced and cost of sales
- Primary cost accounting elements: raw materials, direct labor, and general industrial expenses (GNG)

3. Cost Concentration and Allocation

- Allocation of costs to cost centers
- Allocation of indirect costs (UBI) to products

4. Budgets and Budgeting Processes

- Feasibility and operation of budgets
- Types of budgets and budgeting as an administrative process
- Behavioral issues related to budgeting
- Process of estimating future figures
- Stages of development of the total budget
- Performance evaluation in the private and public sectors

5. Cash Budget Preparation

- Development of the cash budget
- Total budget development in industrial and commercial enterprises

6. Budget Utilization for Evaluation and Control

- Static vs. flexible budgets
- Development of flexible budgets
- Types of deviations and their calculations
- Interpretation of deviations within and outside managerial control
- Performance evaluation

7. Investment Budgeting

- Methodology for selecting investment projects
- Behavioral issues when accounting results conflict with investment evaluation

8. Revenue and Cost Relationships

- Total revenue and cost equation (for one or multiple products)
- Cost-volume-profit relationships

9. Short-Term Cost-Based Decisions

- Special orders, product or function removal, and production factors under constraints
- Relevant examples.

Teaching and learning methods – assessment: A three-hour lecture will be held each week, focusing on the presentation of theoretical concepts. During the lectures, students will actively participate in solving a set of exercises related to the theoretical material presented. This hands-on approach helps deepen their understanding of managerial accounting concepts. In addition to lectures, there will be tutorial sessions dedicated to practical applications.

Evaluation/scoring methods: The evaluation of students is primarily conducted through a final written examination, which will assess their comprehension of the theoretical concepts and practical applications covered throughout the course. Additionally, a set of self-assessment exercises is available on the course's e-Class platform. These exercises allow students to dynamically evaluate their understanding and

consolidation of the course material, providing a continuous learning and feedback mechanism.

Recommended bibliography:

- Garrison, R. H., Noreen, E. W., & Brewer, P. C. (2020). Managerial accounting (17th ed.). McGraw-Hill Education.
- Hilton, R. W., & Platt, D. E. (2019). Managerial accounting: Creating value in a dynamic business environment (12th ed.). McGraw-Hill Education.
- Horngren, C. T., Datar, S. M., & Rajan, M. V. (2020). Cost accounting: A managerial emphasis (17th ed.). Pearson.
- Brewer, P. C., Garrison, R. H., & Noreen, E. W. (2020). Introduction to managerial accounting (9th ed.). McGraw-Hill Education.

Course title:	**Consumer Behavior**
Code number of the course:	xxx
Type of course:	Optional
Study level:	Undergraduate
Semester of study:	3rd
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon successful completion of the course, students will:

- Acquire a comprehensive framework for analyzing consumer behavior issues.
- Understand how various marketing strategies can influence consumer behavior.
- Utilize empirical evidence to evaluate and compare alternative marketing strategies effectively.
- Develop a deeper insight into consumer behavior through the integration of theories from psychology and sociology.
- Gain practical experience in applying these theories to real-world marketing challenges.
- Cultivate a customer service-oriented mindset, emphasizing the importance of customer satisfaction.
- Identify and analyze the ethical dimensions of marketing tactics and strategies.

Prerequisites: Marketing

Course content:

Consumer behavior is investigated from two perspectives: 1) from the perspective of a consumer who has to make a series of daily decisions regarding the products to buy and 2) from the perspective of the

marketing executive who needs to understand consumer behavior in order to develop, evaluate and implement effective marketing strategies and tactics. Within the framework of this course, the following topics are analyzed:

- Consumer Behavior (theoretical and practical approach)
- Intercultural Differences in Consumer Behavior
- Group Impact on Consumer Behavior
- Learning, Memory and Product Placement
- Motivation, Personality and Emotion
- Attitudes and Influence of Attitudes
- Self-Perception and Lifestyle
- Contingency effect
- Consumer Decision Making and Identification of Consumer Problems

Teaching and learning methods – assessment: Lectures, exercises, case studies

Evaluation/scoring methods: Final written exam

Recommended bibliography:

- Hawkins, D.I., Mothersbaugh, D.L. 2012, Consumer Behavior: Building Marketing, 12th edition, McGraw-Hill.

Course title:	**Financial Management**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	3rd
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon successful completion of the course, students will:

- Assimilate the structural concepts of Financial Management and the principles of the time value of money through both descriptive and practical approaches.
- Understand the concepts of Cash Flow Statement (CSF) and Economic Value Added (EVA) as essential criteria for evaluating investment projects.

- Determine the Cost of Capital from various funding sources and calculate the Weighted Average Cost of Capital (WACC).
- Learn the process of evaluating investment plans and assessing the Value of Businesses and Shareholders using the Discounted Cash Flow (DCF) model.

Prerequisites: None

Course content:

This course serves as an introductory placement in the field of Financial Management. It focuses on the operations of a company, with particular emphasis on the planning and processes involved in making financial decisions. Key topics include:

- Financial Decision-Making: Understanding the financial decisions that affect a company's operations and overall strategy.
- Investment Planning: Analyzing the implementation of investment plans and the various sources of financing utilized.
- Investment Evaluation: Extensive exploration of the main criteria for investment evaluation, including methodologies for assessing investment projects.

The course will incorporate case studies to provide practical insights into the evaluation of investment plans, equipping students with the tools needed to make informed financial decisions in a business context.

Teaching and learning methods – assessment: Theoretical Lectures and practical applications, analysis and discussion of case studies to provide real-world context and practical application of the financial theories covered in lectures

Evaluation/scoring methods: Written exam

Recommended bibliography:

- Brealey, R. A., Myers, S. C., & Allen, F. (2019). Principles of corporate finance (13th ed.). McGraw-Hill Education.

Students will have access to a variety of supplementary materials to enhance their learning experience throughout the course. These materials will be available on the course's website (e-class) and include:

1. Lecture Notes: Comprehensive notes covering key points from each thematic unit, along with solved exercises to reinforce understanding.
2. Case Studies: Detailed case studies that provide practical applications of financial management concepts, allowing students to analyze and discuss real-world scenarios.
3. Laboratory Exercises: Hands-on exercises that will be completed during lectures, providing opportunities for collaborative discussion with the instructor to ensure students are well-prepared for examinations.

Course title:	**Database Systems (incl. LAB)**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	3rd

Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Databases have evolved from simple applications in the late 1970s to a critical component of information technology today, with applications spanning various sectors. This course focuses on three fundamental areas of database theory and research:

1. Description of Information and Data: Understanding how to accurately model the data used in applications through various models, including relational and entity-relationship models.

2. Storage of Data: Exploring different storage methods based on the intended use of the data. This includes examining database architectures and the advantages of various storage techniques.

3. Utilization of Data: Learning about the importance of having a flexible query language, such as SQL, to extract and manipulate data effectively. This involves constructing both simple and complex queries to retrieve information from the database.

By the end of this course, students will be able to:

- Design and implement effective data management applications.
- Pose simple and complex queries to retrieve data from databases.
- Understand and define the structures necessary for optimal system performance.

Prerequisites: None

Course content:

The course contents include:

- Introductory Issues: Purpose of a Database System, Data Models, Query Languages, Transactions, Storage Concepts, Types of Users, Database Architecture
- Entity-Relationship Model: Basic Concepts of Entity-Relationship (ER) Modeling, Entities, Relationships, and Attributes, Primary and Foreign Keys, Visualization Techniques and Diagrams, Weak Entities and Extended Object-Relationship (O-R) Models, Conversion of ER Models to Tables, Practical Examples of ER Modeling
- Relational Model: Definition of Relations and their Characteristics, Understanding Matrices and Attributes, Shapes of Relations and their Representation, Introduction to Relational Algebra
- SQL Language: Basic SQL Syntax and Structure, Nested Queries, Use of Cumulative Functions, Database Update Operations, Reference Constraints and Integrity, Introduction to Triggers and Cursors
- Relational Design: Understanding Integrity Constraints, Functional Dependencies, Database Decomposition Techniques, Normalization Processes
- Storage and Pointers: Overview of Storage Media and Modes, File Organization Techniques, Sorting Methods, Hashing Techniques, Introduction to Tree Structures in Databases

• Special Topics (if time permits): Data Warehouses and their Architecture, Introduction to Data Mining Techniques, Object-Oriented Database Models, Data Flow and Integration Concepts
Teaching and learning methods – assessment: The course will utilize a combination of theoretical lectures, hands-on laboratory exercises, and group projects to facilitate learning.
Evaluation/scoring methods: Final written exam
Recommended bibliography: • Silberschatz, A., Korth, H. F., & Sudarshan, S. (2020). Database system concepts (7th ed.). McGraw-Hill Education. • Elmasri, R., & Navathe, S. B. (2016). Fundamentals of database systems (7th ed.). Pearson.

Course title:	**Statistics I: Probability and Estimation**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	3rd
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-
Intended learning outcomes: The aim of the course is to understand and familiarize the student with basic quantitative methods in statistics, which are applied to analysis and business decision making. Various statistical methods of describing and analyzing data, drawing conclusions and creating forecasts that are widely used in the field of business are presented.	
Prerequisites: None	
Course content: Types of statistical data and ways of collecting them - Ways of presenting statistical data - Basic characteristics of numerical data - Introduction to Probability and distributions of random variables - The normal distribution and sample distributions - Confidence interval estimation and point estimates - Hypothesis testing - Simple linear regression and correlation - Other types of correlation - Multiple regression - Development of predictions and estimation of their accuracy - Analysis of variance - Time series – Non-parametric method.	
Teaching and learning methods – assessment: Lectures covering theoretical/practical sessions.	
Evaluation/scoring methods: Final written exam, assignments.	
Recommended bibliography: • Ross, S. M. (2010). A first course in probability (8th ed.). Prentice Hall. • Ross, S. M. (2004). Introduction to probability and statistics for engineers and scientists (3rd ed.). Elsevier.	

4th SEMESTER

Course title:	**Corporate Finance**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	4th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The course is designed for undergraduate students with a foundational understanding of investment analysis, financial markets, and microeconomics. It consists of two modules, which aim to gradually introduce students to the basic principles behind the complex phenomena of modern capital markets. The first module focuses on capital budgeting and the valuation of capital investment costs. It then covers methods of financing and determining the capital structure of firms, starting with an examination of the Modigliani-Miller theorem. Additionally, the module explores the optimal capital structure in scenarios where corporate investment decisions are influenced by issues such as moral hazard and risk-shifting incentives from shareholders to creditors. The analysis also includes determining the optimal level of leverage when investors and corporate executives face asymmetric information problems. The second module addresses specific issues in corporate finance, with a particular emphasis on dividend policy, initial public offerings (IPOs), and mergers and acquisitions (M&A). Contemporary issues in financial markets are analyzed through the specialized knowledge acquired during the course.

Prerequisites: None.

Course content:

- Capital Budgeting: Free Cash Flow (FCF) analysis, risk-return data sources, Weighted Average Cost of Capital (WACC), Adjusted Present Value (APV), working capital management.
- Long-Term Corporate Financing: Capital structure, leverage, Modigliani-Miller Theorem.
- Financial Frictions and Capital Structure Theory: Bankruptcy costs, tax implications, corporate governance and agency problems, moral hazard, asymmetric information, Pecking Order Theory.
- Equity Capital Markets: Initial Public Offerings (IPOs), rights issues.
- Debt Capital Markets: Syndicated loans, Medium Term Notes (MTN), commercial paper, securitization.
- Financial Distress: Debt overhang, solvency and liquidity challenges, debt restructuring, free-rider problem, collective action clauses (CACs).
- Corporate Payout Policy: Dividend policy, share repurchase programs, impact on stock valuation.
- Early-Stage Funding: Seed capital, venture capital, business angels, crowdfunding.

• Funding Conditions: Euro interbank market, Eurosystem, open market operations (OMOs), Long Term Refinancing Operations (LTROs), quantitative easing (QE), credit easing, SME financing.
Teaching and learning methods – assessment: One (1) three-hour lecture per week, classroom exercises.
Evaluation/scoring methods: Final written exam.
Recommended bibliography: • Jean Tirole. "The Theory of Corporate Finance", Princeton University Press (ISBN 0-691-12556-2) • Jonathan Berk, and Peter DeMarzo. "Corporate Finance", Pearson Series in Finance. (ISBN 13978-0132993869) • Richard A. Brealey, Stewart C. Myers, and Franklin Allen. "Principles of Corporate Finance", McGraw-Hill, New York, NY. (ISBN 0-07-111795-4).

Course title:	**Organizational Behavior**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	4th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The course is designed to help students understand: (a) how individuals and groups within organizations behave, react, and interpret events within and around the organization; (b) the leadership characteristics, skills, and behaviors needed to create an enabling environment; and (c) the role played by the organizational environment—such as systems, structures, and processes—in shaping the functioning of organizations. Drawing on knowledge from diverse fields including management, psychology, sociology, ethics, and anthropology, the course provides a comprehensive foundation for understanding and effectively managing employees. Students engage in experiential activities, apply theoretical concepts, receive feedback, and discuss outcomes, thereby deepening their knowledge and enhancing their managerial skills. Upon completion of the lectures of the course students will be able to:

- Identify basic theoretical perspectives and practical applications of organizational behavior.
- Describe how personality, emotions, values, attitudes and perceptions affect behavior in organizations.
- Describe leadership characteristics, skills and behaviors as well as the conditions under which a leader can influence the behavior of individuals/groups/organizations.
- Explain the role of leadership in team dynamics.
- Apply the concepts of organizational behavior to analyze and enhance individual, group and organizational effectiveness.

• Design and maintain healthy and productive work environments.
Prerequisites: None.
Course content: • Individual differences • Perception and stereotypes in the workplace • Motivational theories and practical applications in the workplace • Work attitudes • Work-related stress management • Group dynamics • Leadership traits, skills, and behaviors • Power and leadership • Ethical leadership • Contemporary issues in leadership • Communication and conflict management • Change Management
Teaching and learning methods – assessment: The course combines lectures on both theoretical and practical aspects. To enhance students' understanding of the lecture material and develop their critical thinking skills, a variety of teaching methods are employed, including exercises, videos, case studies, and role-playing activities. These interactive components provide students with practical applications of the theory, encouraging deeper engagement and improved learning outcomes.
Evaluation/scoring methods: The course evaluation is based on the following components: a written exam (50%), participation in coursework (40%), and participation in class activities (10%). Additionally, students have the option to complete an individual research project, which can earn up to 2 extra credits.
Recommended bibliography: • Northouse, P. (2019). Leadership: Theory and Practice (8th ed.). Thousand Oaks, CA: Sage.

Course title:	**Analysis, Design and Management of Information Systems**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	4th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No

Online course page (URL):	www.
Instructor(s):	-
Intended learning outcomes: This course aims to introduce to the student the essential dimensions related to the management of Information technology and Systems in modern organizations. Related topics include the pervasive role of ICTS in the economy and in organizations, IS planning and strategy, Types of IS used currently in organizations, E-business, E-commerce, Knowledge Management and e-learning, approaches for developing Information Systems, Outsourcing, the organization and the business roles of the IS function, IS evaluation and the economics of ICT.	
Prerequisites: No prerequisite. Student should, however, be familiar with the fundamentals of IT, and understand databases and software development methods at a basic level.	
Course content: • The role of ICT and IS in organizations and the economy • IS planning and strategy • Types of IS used in organizations (e.g., operational, tactical, strategic) • E-business and E-commerce • Knowledge Management and E-learning • Approaches to Information Systems development • Outsourcing of IS services • IS functions and business roles within organizations • IS evaluation and ICT economics	
Teaching and learning methods – assessment: Lectures, tutorials, case study workshops.	
Evaluation/scoring methods: Individual project, class assignments.	
Recommended bibliography: • Turban, McLean, Wetherbe (2010) Information Technology Management (8th Edition). Wiley.	

Course title:	**Technology and Management (incl. Lab on Enterprise Systems)**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	4th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.

Instructor(s):	-

Intended learning outcomes:

The learning outcomes of the course are:

- To understand the fundamental dimensions of utilizing information and telecommunication technologies in organizations, along with the main issues related to their effective utilization.
- To provide students with the necessary conceptual background to comprehend the challenges faced by business management regarding IT.
- To identify the key functions involved in the proper management of information technology within organizations and to become familiar with the basic theoretical and practical models that facilitate this management.
- To understand how information and communication technologies influence the architectural structure of an organization and its relationships with the surrounding environment.

Prerequisites: None

Course content:

The contents of the course are:

- The Importance of Information Technology for Organizations: Topics include the principles of information systems management, strategic information systems, business process reorganization and informatics, the role of information technology in change management, alignment of business and information policies, and management of information resources.
- The Use and Utilization of Information Technology: Key issues cover business decision support, support for business operations, data and knowledge management, process integration, utilization of enterprise resources (ERP), and e-commerce.
- Business Transformation and the Role of Information Technology: Topics include the concept of business organization and management, the transition from traditional to electronic business activities, business process reengineering (BPR), organizational improvement technologies, and the impact of information technology on competition and collaboration.

Teaching and learning methods – assessment: The course employs a variety of teaching and learning methods to facilitate student engagement and comprehension. These include: Lectures, tutorials, Case Study Workshops and Group Projects.

Evaluation/scoring methods: Final written exam, assignments and individual participation.

Recommended bibliography:

- Turban, E., McLean, E., & Wetherbe, J. (2010). Information Technology Management (8th Edition). Wiley.
- Laudon, K. C., & Laudon, J. P. (2018). Management Information Systems: Managing the Digital Firm (16th Edition). Pearson.
- O'Brien, J. A., & Marakas, G. M. (2010). Management Information Systems (10th Edition). McGraw-Hill.
- Chaffey, D. (2015). Digital Business and E-Commerce Management (6th Edition). Pearson.

Course title:	**Statistics II: Inference and Regression**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	4th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: At the end of this course, students will be equipped with knowledge of the basic methods of statistical inference, a solid understanding of the theory and practice surrounding statistical correlation, and proficiency in the theory and practical application of linear models.

Prerequisites: Statistics I. Probability and Estimation.

Course content: The course covers essential topics in statistical analysis, including hypothesis testing, which encompasses statistical hypotheses, function testing, and tests for population parameters such as means, ratios, and variances. It also addresses comparative analysis of parameters in two populations, focusing on the level of statistical significance and p-values, while evaluating the strength of statistical tests and determining sample sizes. The course explores statistical correlation through Pearson and Spearman methods and introduces regression analysis, including simple linear regression, statistical linear models, inference methods for these models (such as confidence and prediction intervals), transformations, residuals, and diagnosing deviations from linear assumptions. Additionally, it includes multiple linear regression, model selection based on information criteria like AIC, BIC, and Mallows Cp, as well as variance analysis (ANOVA) for single factors, with practical applications conducted in R to reinforce theoretical concepts.

Teaching and learning methods – assessment: Lectures and classroom exercises.

Evaluation/scoring methods: Final written exam.

Recommended bibliography:

- Draper, Norman R. & Smith, Harry. Applied Regression Analysis, 3rd edition. NY: Wiley, 1998.
- Fox, John & Weisberg, Sanford. An R Companion to Applied Regression. LA: SAGE, 2019.
- Hastie,Trevor; Tibshirani, Robert; Friedman, Jerome. The Elements of Statistical Learning: Data Mining, Inference, and Prediction. NY: Springer,2017.
- Lehmann, E.L & Romano, P. Joseph. Testing Statistical Hypotheses. NY: Springer-Verlag, 2008. Montgomery, C. Douglas; Peck, Elisabeth; Vining, G. Geoffrey. Introduction to Linear Regression Analysis, 5th Edition. NY: Wiley, 2012.

5th SEMESTER
SPECIALIZATION: MANAGEMENT, LEADERSHIP AND STRATEGY

Course title:	**Strategic Management**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- How can executives position the company against market and competitive forces in order to exploit these forces or even influence them to their advantage?
- The processes of shaping business strategy as well as the extent to which Greek companies follow these procedures.
- The alternative strategic choices that a business can follow. Which are the most effective? under what conditions?
- The effectiveness of growth strategies through M&A. Under what conditions do they succeed or fail?
- The appropriate strategies for achieving competitive advantage. How can a business design and implement these strategies?
- The importance of strategy implementation and the role played in effective implementation by the appropriate organization, systems, human resources, values, culture.
- Strategic decision-making techniques and common mistakes in strategy formulation and implementation.

Prerequisites: None.

Course content: Strategy has always been considered an important success factor in all areas of human activity. The aim of the course is to understand strategy issues in the business area. The course examines a set of concepts, methods and tools for formulating and implementing a company's strategy. In addition, it aims to critically evaluate these through the discussion of many real case studies of Greek and international companies.

Teaching and learning methods – assessment: Lectures of theoretical / practical part, additional tutorial courses and presentations of students.

Evaluation/scoring methods: Students will be assessed through a final written exam, which will evaluate their understanding of the course material. Additionally, there is an option for students to prepare a practical project focused on the strategic analysis of a company, allowing them to apply theoretical concepts in a real-world context.
Recommended bibliography: • Wheelen, T.L., & Hunger, J.D. (2018). Strategic Management and Business Policy: Globalization, Innovation and Sustainability (15th Edition). Pearson. • Porter, M.E. (2008). Competitive Strategy: Techniques for Analyzing Industries and Competitors. Free Press. • Barney, J.B., & Hesterly, W.S. (2019). Strategic Management and Competitive Advantage (6th Edition). Pearson. • Grant, R.M. (2019). Contemporary Strategy Analysis (10th Edition). Wiley. • Collis, D.J., & Rukstad, M.G. (2008). Can You Say What Your Strategy Is? Harvard Business Review.

Course title:	**International Management and the Global Firm**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The main purpose of the course is to acquaint students with the dimensions of management science and its practical application in the international environment. The basic principles of business administration remain the same when the business is internationalized, but they must be studied in the context of new markets – external environment. Foreign countries are different and the problems that the management in charge of internationalizing the company may face are likely to be more complex. The management of an internationalized company should investigate to what extent it should respond to its resources and capabilities, and strategies for international markets as well as to what extent it will exploit the possibilities and opportunities that exist in its base country regarding internationalization.

Upon completion of the course, students will acquire the following knowledge (points 1, 2 & 5), skills (points 3 & 4) and competencies (points 6, 7 & 8). More specifically, they will be able to:

1. Identify key cultural, political, economic and technological developments affecting the management of international business.

2. They distinguish between opportunities and risks for managers working in an international environment.

3. Identify the impact of globalization and local response on international administration and

strategy.

4. Analyze the strategies of internationalization and entry of companies into new markets.

5. They classify and describe the roles of subsidiaries and their contribution to the competitiveness of host States.

6. Evaluate the different organizational structures observed in the implementation of international business activities.

7. They describe and evaluate those elements that give quality and knowledge to an international business and contribute to its competitiveness.

8. Link theory with administrative practice at international level.

Prerequisites: No prerequisite knowledge is needed. An overall view of management science and an understanding of basic strategic concepts are elements that will surely help students in their more immediate response to the requirements of the course.

Course content:

The course includes the following:

- Incentives for expansion in international markets and advantages deriving from the process of internationalization.
- The characteristics of the macro-environment and their impact on the search and exploitation of international markets.
- Strategies for entry and competition in international markets.
- Theories of international trade and foreign direct investment.
- Roles of subsidiaries and their impact on the development of host countries.
- The importance of corporate resources and capabilities in the internationalized business.
- Organizational structures and mechanisms of cooperation and control of the operations of the internationalized enterprise.

Teaching and learning methods – assessment: Lectures in which emphasis is given to the presentation of theoretical concepts. The theoretical presentation, however, is accompanied by an audio-visual presentation of thematic units and brief case analyses in the room.

Evaluation/scoring methods: Written exam

Recommended bibliography:

- Riffin, R.W., & Pustay, M.W. International Business: A Managerial Perspective, 9th edition, Pearson, September 15, 2020.

Course title:	**Conflict Management and Negotiations**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3

Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: Negotiation is a complex process that requires knowledge, skills and practice. The purpose of the course is to provide students with the necessary knowledge to prepare effectively, plan strategies and manage conflicts and contingencies in real time. In addition, the course aims to develop those skills that will allow them to communicate effectively with others, manage their emotions and interpret the interests of the parties. Finally, students participate in negotiation simulations where they apply the theory, receive feedback, understand the result, and therefore further enhance their knowledge and skills.

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

- Design an effective negotiation plan through the interpretation of the interests and bargaining power of all parties involved.
- Analyze/synthesize information in real time through negotiation simulations and operate effectively in uncertain, ambiguous and tense environments.
- Identify and effectively implement strategies/tactics/practices presented in class.
- Demonstrate their ability to manage intrapersonal, interpersonal, group and organizational conflicts.
- Demonstrate their ability to resolve third-party disputes.
- Demonstrate their ability to forge alliances in multilateral negotiations.
- Demonstrate their ability to build long-term relationships.

Prerequisites: There are none.

Course content:

- Alternative approaches to conflict management and negotiations
- The nature of conflict, sources of conflict, conflict management style
- Architecture of conflict
- Effective negotiation preparation
- Negotiation strategies/tactics and their countermeasures
- Effective communication in negotiations
- The role of ethics in negotiations
- Multilateral negotiation
- Intercultural negotiation

Teaching and learning methods – assessment: Lectures of theoretical / practical part and presentations of students.

Evaluation/scoring methods: Written exam

Recommended bibliography:

- Lewicki, R.J., Barry, B., & Saunders D. (2004). Essentials of Negotiation. McGraw-Hill.
- Volkema, R.,1999, The Negotiation Toolkit: How to get exactly what you want in any business or personal situation, AMACOM.
- Volkema, R., 2006, Leverage: How to get it & how to keep it in any negotiation, AMACOM.
- Thompson, L., 2015. The Mind and Heart of the Negotiator, Global edition, Pearson.
- Watkins, M., 2006. Shaping the Game: The New Leaders Guide to Effective Negotiating, Harvard Business School Press.
- Lax, D. A., 2006. 3-D Negotiation, Harvard Business School Press.

Course title:	**CSR and Ethical Issues in Business and Technology**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Students completing this course will be able to:

- Understand the principles of Corporate Social Responsibility (CSR) and ethical issues related to business practices and technology.
- Analyze the implications of ethical decision-making in various business contexts.
- Evaluate the role of businesses in promoting social responsibility and ethical standards.

Prerequisites: There are none.

Course content:

The course covers various topics, including but not limited to:

- Introduction to CSR and its importance in the modern business environment.
- Ethical theories and frameworks applicable to business decisions.
- Case studies on ethical dilemmas in technology and business.
- The impact of technology on social responsibility and ethical practices.
- Regulatory and voluntary frameworks guiding CSR.

Teaching and learning methods – assessment: The course will utilize a combination of lectures covering both theoretical and practical aspects, along with student presentations to encourage active participation

and understanding of the material.

Evaluation/scoring methods: Students will be assessed through a written exam, which will evaluate their understanding of course concepts and their ability to apply them in various contexts.

Recommended bibliography:

- Carroll, A.B., & Buchholtz, A.K. (2014). Business & Society: Ethics, Sustainability, and Stakeholder Management (9th Edition). Cengage Learning.
- Ferrell, O.C., Fraedrich, J., & Ferrell, L. (2017). Business Ethics: Ethical Decision Making & Cases (11th Edition). Cengage Learning.
- Crane, A., & Matten, D. (2016). Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization (4th Edition). Oxford University Press.

5th SEMESTER

DIRECTION OPTIONS: MANAGEMENT, LEADERSHIP AND STRATEGY

Course title:	**Managing M&As and Strategic Alliances**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Students completing this course will be able to:

- Understand the concepts and practices related to managing mergers and acquisitions (M&As) and strategic alliances.
- Analyze the strategic rationale behind M&As and alliances and their impact on organizational performance.
- Evaluate the key factors influencing the success or failure of M&As and alliances.
- Apply theoretical frameworks to real-world case studies in M&A and strategic partnerships.

Prerequisites: No prerequisite knowledge is needed. An overall view of management science and an understanding of basic strategic concepts are elements that will surely help students in their more immediate response to the requirements of the course.

Course content:

The course covers various topics, including but not limited to:

- Introduction to Mergers and Acquisitions: Definitions, types, and importance.
- The M&A Process: Stages, challenges, and best practices.
- Strategic Alliances: Types, motivations, and frameworks for managing alliances.
- Valuation Techniques: Assessing the value of target companies in M&As.
- Cultural Considerations: The role of corporate culture in M&A success.
- Legal and Regulatory Issues: Compliance and due diligence in M&As.
- Post-Merger Integration: Strategies for successful integration.

Teaching and learning methods – assessment: The course will employ a combination of lectures covering both theoretical and practical aspects, along with student presentations to encourage active participation and deeper understanding of the material.

Evaluation/scoring methods: Students will be assessed through a written exam, which will evaluate their understanding of the course concepts and their ability to apply them in various contexts.
Recommended bibliography: • Gaughan, P.A. (2017). Mergers, Acquisitions, and Corporate Restructurings (6th Edition). Wiley. • Barkema, H.G., & Schijven, M. (2008). Toward a Better Understanding of Entry Decisions and the Performance of International Acquisitions. Academy of Management Perspectives. • Harrison, J.S., & John, C.H. (2018). *Foundations in Strategic Management* (6th Edition). Cengage Learning.

Course title:	**Cross Cultural Communication**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-
Intended learning outcomes: At the end of the course students will be able to: • Analyze the basic dimensions and concepts of culture, understanding its complexity and multidimensional nature. • Analyze various approaches and concepts of communication, recognizing their complexity, multidimensional nature, and mechanisms. • Present, analyze, and compare different characteristics based on individual cultures. • Analyze the stages of human information processing and identify cultural differences in perception and stereotypes. • Distinguish between verbal and non-verbal codes of communication across cultures. • Develop and manage their intercultural relationships effectively. • Recognize conflict styles in intercultural communication. • Interpret how dimensions of cultural context affect organizations across cultures and recognize how perceptual context can influence business dealings with other cultures.	
Prerequisites: There are none.	

Course content:

- Introduction to Culture: Elements of culture, artifacts, rules and sanctions, values and beliefs, levels of culture: From small groups to supranational groups.
- Introduction to Communication: Problems in communication, the five rules of communication, definition of intercultural communication.
- The Cultural Context of Communication: Individualism/collectivity, high/low context, short/high power distance, low/high uncertainty avoidance.
- The Perceptual Context of Communication: Culture and knowledge, stereotyping, ethnocentrism, racism, ethnocentrism and communication in the workplace.
- Verbal and Non-Verbal Codes in Communication: The relationship between language and culture, intercultural communication styles, and the relationship between verbal and non-verbal codes.
- Development of Intercultural Relations: Communication and uncertainty, stress and uncertainty management, uncertainty reduction, empathy, and similarity.
- Intercultural Conflict: Definition of intercultural conflict, models of intercultural conversation, conflict resolution in different cultures.
- Intercultural Communication in Organizations: Intercultural management, clash of cultural concepts in the workplace, and business practices in different cultures worldwide.

Teaching and learning methods – assessment: The course employs a variety of teaching and learning methods to enhance student engagement and comprehension, including lectures, case studies, and role plays.

Evaluation/scoring methods: Students will be assessed through a written exam (70%) and mandatory teamwork (30%).

Recommended bibliography:

- Hofstede, G. (2001). Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations Across Nations. Sage Publications.
- Trompenaars, F., & Hampden-Turner, C. (2012). Riding the Waves of Culture: Understanding Diversity in Global Business. McGraw-Hill.

Course title:	**Management and Strategy Consulting**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.

Instructor(s):	-

Intended learning outcomes:

Upon completing this course, students will be able to:

- Understand the fundamental principles of management and strategy consulting.
- Analyze and assess various consulting methodologies and frameworks.
- Apply strategic analysis tools to real-world business scenarios.
- Develop effective solutions and recommendations for complex business challenges.
- Communicate consulting findings clearly and effectively to stakeholders.

Prerequisites: There are none.

Course content:

- Overview of management consulting: definition, history, and evolution.
- The consulting process: phases from problem identification to implementation.
- Strategic analysis frameworks: SWOT, PESTEL, Porter's Five Forces, etc.
- Change management: theories and practices in consulting.
- Case studies of successful consulting engagements.
- Ethical considerations in consulting practice.
- Skills development: client interaction, communication, and presentation skills.

Teaching and learning methods – assessment: The course will utilize lectures, practical workshops, and student presentations to facilitate learning and engagement.

Evaluation/scoring methods: Assessment will be based on a written exam.

Recommended bibliography:

- McKinsey & Company (2013). *The McKinsey Way*. McGraw-Hill.
- Heike Bruch & Jochen Menges (2010). *The influence of leadership on change implementation: The role of employee energy*. *Journal of Organizational Behavior*.
- Porter, M.E. (2008). The Five Competitive Forces That Shape Strategy. Harvard Business Review.
- Kotter, J.P. (1996). Leading Change. Harvard Business Review Press

Course title:	**E-business**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English

The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Understand the fundamental concepts and principles of e-business.
- Analyze the role of information and communication technologies in business operations.
- Evaluate different e-business models and strategies.
- Develop and implement an e-business plan that addresses market needs.
- Assess the challenges and opportunities associated with e-business implementation.

Prerequisites: There are none.

Course content:

- Introduction to E-business: Definition, evolution, and significance.
- E-business models: B2B, B2C, C2C, and C2B.
- E-commerce: Online retail, payment systems, and customer relationship management.
- Digital marketing strategies: SEO, social media marketing, and content marketing.
- Legal and ethical issues in e-business: Data privacy, cybersecurity, and intellectual property.
- Technologies supporting e-business: Websites, mobile applications, and cloud computing.
- Future trends in e-business: Innovations and emerging technologies.

Teaching and learning methods – assessment: The course will utilize lectures, practical workshops, and student presentations to facilitate engagement and understanding.

Evaluation/scoring methods: Final written exam

Recommended bibliography:

- Turban, E., King, D., & Lee, J. (2015). Electronic Commerce 2015: A Managerial and Social Networks Perspective. Springer.
- Chaffey, D. (2015). Digital Business and E-Commerce Management. Pearson.
- Laudon, K. C., & Traver, C. G. (2017). E-commerce: Business, Technology, Society. Pearson.

Course title:	**Topics in Environmental, Social and Governance (ESG)**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3

Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Understand the key concepts and principles related to Environmental, Social, and Governance (ESG) criteria.
- Analyze the impact of ESG factors on business operations and decision-making.
- Evaluate the importance of corporate social responsibility (CSR) in the context of sustainability.
- Assess the role of stakeholders in shaping ESG policies and practices.
- Develop strategies for integrating ESG considerations into business models and operations.

Prerequisites: There are none.

Course content:

- Introduction to ESG: Definitions and importance in the business context.
- Environmental Issues: Climate change, resource management, and sustainable practices.
- Social Factors: Labor rights, community engagement, and social justice.
- Governance Aspects: Corporate governance, ethical leadership, and accountability.
- ESG Reporting and Metrics: Standards, frameworks, and best practices.
- Case Studies: Analysis of companies excelling in ESG practices and those facing challenges.
- Future Trends: Emerging issues and the evolving landscape of ESG investing.

Teaching and learning methods – assessment: The course will utilize lectures, practical workshops, and student presentations to facilitate engagement and understanding.

Evaluation/scoring methods: Final written exam

Recommended bibliography:

- Krosinsky, C., & Robins, N. (2018). Principles for responsible investment: Environmental, social, and governance (ESG) frameworks for decision making. Routledge.
- Krosinsky, C., & Purdom, S. (2016). Sustainable investing: Revolutions in theory and practice. Routledge.
- Hill, J. (2020). Environmental, social, and governance (ESG) investing: A balanced analysis of the theory and practice of a sustainable portfolio. Academic Press.
- Jantzi, M., & Orsagh, M. (2021). The ESG handbook: A definitive guide for practitioners and investors. Wiley.

6th SEMESTER
SPECIALIZATION: MANAGEMENT, LEADERSHIP AND STRATEGY

Course title:	**Personal Skills Development**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Recognize key managerial competences
- Explain their relevance to management effectiveness
- Develop behaviors related to managerial competencies in both their professional and personal contexts
- Explain administrative problems from the perspective of administrative capacities

Prerequisites: There are none.

Course content: The aim of the course is to help students understand the importance of personal skills for a successful executive in modern business. In this context, the course aims to help participants both analyze and record their personal skills, as well as improve them, as much as possible, in a safe environment.

Teaching and learning methods – assessment: Apart from the lectures, the course will use experiential learning methods, such as self-diagnostic questionnaires, role exercises, presentations, case studies. For this reason, participation in the classroom is considered essential for the development of skills, as described above.

Evaluation/scoring methods:

Written exam: 50%.

The questions require a good and in-depth understanding of the course content, the use of analytical ability and the ability to apply theory in practice.

Written assignments, presentations and class participation: 50%

To effectively develop skills, participation in experiential exercises conducted in class is essential. These activities enable participants to create a written personal development plan based on their experiences. Additionally, group work and presentations will be conducted to further enhance collaboration and communication skills among students.

Recommended bibliography:

- Winston, N., Leadership Exercise, ed. Rosili, 2016.
- Iordanoglou D. & co., Leaders of the Future, Ed. Field, 2016.
- Iordanoglou D., Human Resource Management in Modern Organizations, New Trends and Practices, Ed. Critique, 2008.
- Vakola M. & Nikolaou I., Organizational Psychology & Behavior, ed. Rossili, 2012.

Course title:	**Human Resource Management**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

The course focuses on three main learning areas to enable students to effectively manage the human capital of an organization: (a) knowledge, practice, and application (points 1, 2, 3), (b) the ability to analyze, synthesize, and communicate (points 4 and 5), and (c) the development of professional skills (point 6). Upon completion of the course, students will be able to:

1. Understand the basic functions of Human Resource Management (HRM) and their interconnections, utilizing different theories and case studies.
2. Identify methods to reduce costs and enhance organizational performance through the adoption of modern practices and technology in HRM.
3. Apply principles, practices, and technologies learned in the course to address significant personnel challenges within an organization.
4. Evaluate the effectiveness of HRM practices and technologies based on organizational conditions.
5. Demonstrate the ability to collect, analyze, and synthesize information from the work environment to make rational, informed decisions that positively impact the organization.
6. Interact and influence others professionally while effectively communicating their ideas and suggestions.

Prerequisites: There are none.

Course content:

The course is structured around six main modules:

- Introduction to HRM and its strategic nature
- Job planning and analysis
- Recruitment and selection of staff
- Staff training and development
- Design and critique of various reward systems
- Design and implementation of an employee performance appraisal system

Teaching and learning methods – assessment: The course includes lectures covering both theoretical and practical aspects. Additionally, exercises, videos, case studies, and role plays are utilized to enhance understanding of lecture content and improve students' critical thinking skills.

Evaluation/scoring methods:

Written exam (60%) and group assignment (40%)

Recommended bibliography:

- Dessler, G. (2015). Human Resource Management: Basic concepts and current trends. Publications Review.

Course title:	**Managerial Decision Making and O.R.**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: Decision-Making is one of the most important functions of management. Today's business environment is characterized by high competition, constant changes, extensive globalization, large availability of data and information, and the huge penetration of information and telecommunications technology. In this environment, decision making is increasingly based on the use and analysis of data, through the development of "models", and the use of user-friendly, PC-based computer packages. On completion of this course, students should be able to: to understand and formulate decision making problems, and to use the computer technology efficiently in order to make the best decision.

The course introduces the student to the methodology of decision making, as well as to the major models used today. Decision making is one of the most important functions of management. The three major categories of models are covered: Linear and Integer Programming, Decision Analysis, and Simulation. In each unit, the student is exposed to a number of applications, and has the opportunity to apply his/her knowledge to a number of problems such as Transportation, Assignment and Network models. In addition to developing models, the student is exposed to a number of computer packages, most of them based on

Excel, to use in order to solve the problems.

Prerequisites: There are none.

Course content:

- The Fundamentals of Operations Research: Introduction to management Science; The methodology of Decision Making; Models in Managerial Decision Making
- Linear Programming (LP): Introduction; Characteristics of LP Problems; Graphical solution of a LP problems; A Maximization Problem; a Minimization Problems; Problems General Formulation and Assumptions of LP problems
- Sensitivity analysis in Linear Programming: Dual Prices in LP; Reduced costs in LP; Changes in the Objective Function's Coefficients; Changes in the Right-Hand Sides (RHS) of the Constraints; Evaluation of a New Activity
- Using Solver to Solve Linear Programming Problems: Introducing the model in Excel; Solving the Problem; Understanding and Analyzing the Solution - SOLVER Reports.
- Integer Programming (IP): Introduction; Formulating IP Problems with Binary Variables; Formulating IP Problems; Solving IP problems; Solving Integer Programming Problems with SOLVER.
- Implementing Management Science in Practice: Marketing and Sales problems; Production and Inventory problems; Networks and Transportation problems; Logistics and Supply Chain problems; Investments problems; Human Resources problems.
- Decision Analysis and Precision Tree: Introduction; Criteria for Making Decision under Uncertainly; The Expected Value of Perfect Information; Decision Tree; Calculating the Risk Profile a Strategy; Sensitivity Analysis; Using Precision Tree to Solve Decision Analysis Problems.
- Simulation: Introduction; Implementation of Simulation under Conditions of Uncertainty
- Using Excel and @Risk in Simulation: Introduction; Simulation of Queuing Systems; Simulation of an Inventory System; Analysis of Simulation Results.

Teaching and learning methods – assessment: The course material is covered in lectures. Attending lectures is compulsory. This is the best way of being introduced to a topic. Self-study is a vital and significant part of studying for the course.

Evaluation/scoring methods: The final grade will be based on homework, classroom participation, an individual essay, case studies and a final exam. The breakdown of the final grade will be approximately as follows: homework and classroom participation (20%), individual essay and group case studies (30%), final written exam (50%)

Recommended bibliography:

Required Textbook

- G.P.Prastacos, (2008), Managerial Decision-Making Theory and Practice, Tsinghua University Press

Recommended Readings

- N.Balakrishnan, B.Render, and R.M.Stair, Jr. (2013), Managerial Decision Modeling with Spreadsheets, Pearson Education Inc.
- C.P.Bonini, W.H.Hausman and H.Bierman, (1997), Quantitative Analysis for Management, McGraw-Hill / Irwin
- G.L.Nemhauser and L.A.Wolsey, (1999), Integer and Combinatorial Optimization, Wiley Interscience
- W.L.Winston and S.C. Albright,(2002), Practical Management Science, South-Western College Pub.

Course title:	**Financial Statement Analysis and Reporting**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon completion of the course, students will:

- Be able to prepare an undertaking's cash flow statement using both the direct and indirect methods.
- Understand the importance of the information contained in the cash flow statement, particularly the categorization of flows and the relationship of the cash flow statement to other financial statements.
- Identify and describe the conceptual basis, content, and basic tools of Financial Statement Analysis.
- Calculate various financial indicators, distinguishing and explaining their possible relationships over a period of time as well as their evolution.
- Combine the analysis of numerical indicators with information from the Cash Flow Statement to create an integrated evaluation of a business, enabling rational business decisions.

Prerequisites: Good knowledge of Accounting, as well as an understanding of various subjects in the broader business environment, is the minimum requirement for the Financial Statement Analysis course.

Course content: The course covers various aspects of financial statement analysis by external or internal users to make rational financial decisions. These decisions affect the allocation of financial resources to businesses. The subject of Financial Statement Analysis is related to professions such as financial analyst, investment advisor, fund manager, credit analyst, and statutory auditor. The analysis of course topics is linked to the broader operational framework of the company, including political, economic, and regulatory environments, business strategy, and alternative strategic choices of management. The main purpose of the course is to enhance students' knowledge of both the theory and practice of analyzing annual financial statements. Particular emphasis is placed on developing critical skills to gather, select, and process a large amount and variety of financial information and data. Specific topics include the preparation and analysis of the Cash Flow Statement, and the analysis of performance, liquidity, and capital structure.

Teaching and learning methods – assessment: Lectures covering theoretical and practical content, analysis of case studies, exercises, and problem-solving activities.

Evaluation/scoring methods: Written exam

Recommended bibliography:

- Wahlen, J., Baginski, S., and Bradshaw, M. (2022), *Financial Reporting, Financial Statement Analysis and Valuation – A Strategic Approach*, Broken Hill Publishers Ltd, Nicosia.

6th SEMESTER
DIRECTION OPTIONS: MANAGEMENT, LEADERSHIP AND STRATEGY

Course title:	**Managing Family Business and SMEs**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Understand the unique challenges and opportunities associated with managing family businesses and small to medium-sized enterprises (SMEs).
- Analyze the dynamics of family relationships and their impact on business decisions and governance.
- Develop strategies for effective succession planning and management in family-owned businesses.
- Identify best practices for the growth and sustainability of SMEs.
- Evaluate the role of family businesses in the economy and their contributions to innovation and job creation.

Prerequisites: There are no prerequisites for this course.

Course content:

The course content includes the following key topic:

- The nature and characteristics of family businesses and SMEs.
- Governance structures in family firms.
- Succession planning and management.
- Conflict resolution within family businesses.
- Financial management and growth strategies for SMEs.
- The role of family businesses in the economy and society.
- Case studies of successful family businesses and SMEs.

Teaching and learning methods – assessment: The course employs a mix of lectures, case studies, group discussions, and practical exercises to enhance student learning and engagement.
Evaluation/scoring methods: The evaluation will consist of a written exam.
Recommended bibliography: • Longenecker, J. G., Moore, C., & Petty, J. W. (2017). *Managing small business: An entrepreneurial emphasis* (7th ed.). Cengage Learning. • Poza, E. J., & Daugherty, M. S. K. (2018). *Family business* (5th ed.). Cengage Learning.

Course title:	**Organizational Theory**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Understand key concepts in organizational theory.
- Analyze the structure and dynamics of organizations and their impact on behavior and performance.
- Evaluate different organizational designs and their appropriateness for various contexts.
- Apply organizational theory frameworks to real-world case studies and scenarios.
- Critically assess the implications of organizational theory on management practices and decision-making.

Prerequisites: There are no prerequisites for this course.

Course content:

The course content includes the following key topics:

- Introduction to organizational theory and its significance.
- Classical organizational theories and their evolution.
- Contingency theory and the fit between organization and environment.
- Modern organizational theories, including systems theory, institutional theory, and complexity theory.
- Organizational culture and its influence on behavior and performance.

- Change management and organizational development.
- Case studies of organizations to illustrate theoretical concepts.

Teaching and learning methods – assessment: The course will employ a combination of lectures, discussions, case studies, and group projects to facilitate learning and engagement.

Evaluation/scoring methods: The evaluation will consist of a written exam and/or group projects.

Recommended bibliography:

- Scott, W. R. (2019). Organizations: Rational, natural, and open systems (6th ed.). Pearson.
- Hatch, M. J., & Cunliffe, A. L. (2013). Organization theory: Modern, symbolic, and postmodern perspectives (3rd ed.). Oxford University Press.

Course title:	**International Trade**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: Presentation and exposition of the recent analytical and policy approaches to: the absolute and comparative advantage; international trade and income distribution; international trade and factor endowments; new trade theories (imperfect competition and increasing returns to scale); trade policy and economic welfare under competitive and imperfectly competitive market settings; the political economy of international trade policy; international factor mobility; theory and practice of preferential trading agreements.

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

- Understand key concepts, theories, and models in international trade.
- Analyze the causes and effects of international trade on countries and the global economy.
- Evaluate the role of international trade policies and institutions such as the WTO.
- Apply trade theories to assess the impact of trade on economic development.
- Discuss current issues in global trade, including trade wars, tariffs, and regional trade agreements.

Prerequisites: There are no formal prerequisites, but it is recommended that students have prior basic knowledge of microeconomics and macroeconomics.

Course content:

The following topics are covered:

- Labor Productivity, Absolute-Comparative Advantage and International Trade
- Factor Endowments and International Trade: The Heckscher-Ohlin-Samuelson Theory, and the Specific Factors Model
- Economies of Scale and International Trade, Offshoring and Outsourcing of International Economic Activity, Dumping and Reciprocal Dumping
- Policy Instruments in International Trade in Perfectly and Imperfectly Competitive Trade Models
- International Factor Mobility: Capital and Labor
- International Trade Agreements.

Teaching and learning methods – assessment:

- Lectures: Traditional lectures with PowerPoint presentations and case studies.
- Interactive Discussions: Debates and discussions on current issues in international trade.
- Group Projects: Analysis of real-world trade issues or policies.
- Case Studies: Exploration of contemporary trade disputes and resolutions.

Evaluation/scoring methods: Written exam (70%), Group Project/Presentation (20%): Students will work in groups to analyze a trade policy issue and present their findings, Class Participation and Attendance (10%).

Recommended bibliography:

- R. Feenstra and A. Taylor, *International Economics*, 3η edition, Worth, 2014.
- Krugman, P. R., & Obstfeld, M. (2017). *International Economics: Theory and Policy*. 11th Edition. Pearson.
- Appleyard, D. R., Field, A. J., & Cobb, S. L. (2017). International Economics. 9th Edition. McGraw-Hill.
- Additional readings and academic articles will be provided throughout the course.

Course title:	**Business Process Modelling/Innovation**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The objective of the course is to introduce basic concepts and techniques related to business analysis of IT enabled work systems. The students will comprehend how different types of business processes and technologies, within a specific human, work and organizational context can be

analyzed in order to identify and implement improvements and innovations. Emphasis is given on techniques for the analysis of structures, performance, infrastructures and risk in organizational and societal settings empowered by technology. Further, the student will be introduced to techniques and tools for business process modelling and evaluation and will apply them to test cases in lab sessions. Students will also learn how to conduct a business process analysis study and will be asked to apply these skills in real life case setting.

Prerequisites: No formal prerequisites, but a foundational understanding of Information Systems and Organizational Theory is recommended.

Course content:

The course material includes the following thematic areas:

- Organizational analysis and Information Systems
- Work systems: conceptual framework, elements of, and 5 analysis perspectives
- Event driven business process modelling
- Work systems analysis perspectives: architecture, performance, infrastructures, context, and risk.
- Applying business analysis techniques to real-life settings
- Business process management life-cycle.

Teaching and learning methods – assessment:

- Lectures: Interactive sessions using case studies and real-life examples.
- Lab Sessions: Hands-on exercises with business process modeling tools.
- Case Studies: Group analysis and problem-solving of real-world business processes.
- Workshops: Peer collaboration and feedback on business process projects.

Evaluation/scoring methods: Written exam (70%), Group Project/Presentation (20%), Class Participation and Attendance (10%).

Recommended bibliography:

- Dumas, M., La Rosa, M., Mendling, J., & Reijers, H. A. (2018). Fundamentals of Business Process Management. 2nd Edition. Springer.
- Weske, M. (2019). Business Process Management: Concepts, Languages, Architectures. 3rd Edition. Springer.
- Harmon, P. (2018). Business Process Change: A Business Process Management Guide for Managers and Process Professionals. 4th Edition. Morgan Kaufmann.

7th SEMESTER
SPECIALIZATION: MANAGEMENT, LEADERSHIP AND STRATEGY

Course title:	**Entrepreneurship**
Code number of the course:	xxx
Type of course:	Concentration
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon completion of the course, students will:

- Understand the importance of sustainable entrepreneurship and how to achieve it.
- Acquire knowledge, skills, and methodologies for creating, financing, operating, and growing a business.
- Critically evaluate the feasibility of starting a new business and assess its operational effectiveness and potential for growth.
- Apply models, techniques, and tools in practical entrepreneurial scenarios.

Prerequisites: None.

Course content: The course covers the entire business lifecycle, starting from the conception of the initial idea, through its initial financing and first operations, to the stages of development and growth in a competitive international market. It explores best practices in entrepreneurship and examines case studies of successful Greek and international startups. Key success factors are identified, and the course also evaluates the potential for further development of these businesses.

Teaching and learning methods – assessment: Lectures of theoretical & practical part, presentations of guest speakers and presentations of students.

Evaluation/scoring methods: Written exam and compulsory practical work, which involves applying entrepreneurial skills to a simulated business scenario.

Recommended bibliography:

- Spinelli, S., Adams, R. &, Papadakis, V. (2015). Creating Start-ups: Entrepreneurship for the 21st. Century. Utopia Publications. ISBN-13: 978-618-81298-4-9.

Course title:	**Digital Marketing and Social Media**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: Marketing strategies, practices and frameworks are being radically transformed by the unprecedented growth of the digital economy, the evolving technological capabilities, the emergence of new business models, and the changes in consumer behavioral patterns. The Digital Marketing, Web Analytics and Social Media course aims at developing students' skills in understanding the impact of digital media on marketing strategy and making students familiar with the use of key digital marketing tools

By the end of this course, students will:

- Understand core concepts of digital marketing and social media strategies.
- Develop skills to create, implement, and manage digital marketing campaigns.
- Analyze and evaluate the effectiveness of digital marketing tools, such as SEO, SEM, and content marketing.
- Gain proficiency in using social media platforms for brand promotion and customer engagement.
- Apply data analytics tools to assess marketing performance and optimize strategies.
- Develop practical skills for content creation, audience targeting, and community building through social media.
- Understand ethical considerations and best practices in digital marketing.

Prerequisites: None.

Course content:

Topics covered include:

- Digital Strategy and E-Business Models: Understanding how businesses leverage digital platforms to create value.
- Consumer Behavior and Digital Media: Analyzing how consumer behavior has evolved with the rise of digital platforms and media.
- Content Marketing: Strategies for creating, distributing, and managing content to attract and engage customers.
- Omni-Channel Retailing: Integration of various online and offline channels to create a seamless customer experience.

- Social Media Marketing: Utilizing platforms like Instagram, Facebook, LinkedIn, and others for brand promotion and community building.
- E-Media Mix: How to effectively integrate various digital marketing tools (SEO, SEM, email marketing, etc.) into a cohesive marketing strategy.
- Using Data and Analytics: Applying tools and techniques for measuring, analyzing, and optimizing marketing performance.

Teaching and learning methods – assessment:

Teaching methods used in this course involve:

- Lectures: Core theories, concepts, and case studies in digital marketing and social media,
- Group Projects: Students will work in teams to develop and present digital marketing strategies,
- Hands-on activities with digital marketing tools (e.g., Google Analytics, SEO platforms), and
- guest Speakers: Industry experts sharing practical insights on current trends and strategies.

Evaluation/scoring methods: Written Exam (50%), Group Project/Practical Work (40%), Class Participation and Engagement (10%).

Recommended bibliography:

- Chaffey, D., & Ellis-Chadwick, F. (2022). Digital Marketing: Strategy, Implementation, and Practice. 8th Edition. Pearson.
- Leeflang, P. S. H., Verhoef, P. C., Dahlström, P., & Freundt, T. (2019). Digital Marketing and Analytics: In Theory and Practice. 1st Edition. Routledge.

Course title:	**International Supply Chains and Logistics**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon completion of the course, students will:

- Understand the basic concepts of Supply Chain Management.
- Recognize the strategic role of the supply chain and plan the supply chain strategy.

- Select and apply appropriate quantitative methods, techniques and tools to manage and optimize key supply chain operations.
- Evaluate the performance of both key supply chain and integrated supply chain functions.
- Understand the ways in which the configuration and operation of the EA supply chain affects the creation of relationships between supply chain participants.
- Recognize interactions between supply chain operations and developing trade-offs and make appropriate decisions about supply chain organization based on a) interactions and trade-offs and b) characteristics of products and services produced by the supply chain.

Prerequisites: None.

Course content: The course is an introduction to supply chain management. It covers issues related to the planning and operation of the supply chain in businesses and organizations. It emphasizes the strategic role of supply chain management in the operation of businesses and organizations, the interactions of supply chain operations with each other, the optimization of supply chain operations using quantitative methods, the development of relationships between the leader and customers and suppliers of the supply chain, and the identification and identification of the impacts of supply chain operations in the wider physical, social and working environment.

Teaching and learning methods – assessment: Lectures of theoretical / practical part, preparation and presentation of group work, preparation and short presentation of case studies in the context of lectures.

Evaluation/scoring methods: Written exam and compulsory teamwork.

Recommended bibliography:

- Christopher, M. (2016). Logistics and supply chain management (5th ed.). Pearson Education Limited.
- Mangan, J., Lalwani, C., Butcher, T., & Javadpour, R. (2016). Global logistics and supply chain management (3rd ed.). Wiley.
- Chopra, S., & Meindl, P. (2019). Supply chain management: Strategy, planning, and operation (7th ed.). Pearson.

7th SEMESTER

DIRECTION OPTIONS: MANAGEMENT, LEADERSHIP AND STRATEGY

Course title:	**International Economics**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

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

Students are expected to be able to analyze the main determinants of the pattern of international trade flows, the effects of these trade flows, as well as the main instruments and consequences of government intervention (i.e. tariffs, subsidies) in international trade. Students are also expected to be able to understand the impact of national macroeconomic policies on output, employment, and the current account of the balance of payments, as well as the operation and consequences of alternative exchange rate regimes.

Prerequisites: Basic knowledge of Microeconomics and Macroeconomics.

Course content:

- Introduction and Overview of International Trade
- Labor Productivity, Absolute and Comparative Advantage
- Specific Factors of Production and Income Distribution
- External Economies of Scale and International Division of Production
- Exports, Outsourcing, and Multinational Enterprises
- The instruments of Trade Policy

- Exchange Rates and the Foreign Exchange Market
- Prices and Long-Term Exchange Rates
- Output and Short-Term Exchange Rates
- Fixed Exchange Rates and Intervention in the Foreign Exchange Market.

Teaching and learning methods – assessment: Traditional lectures-based format.

Evaluation/scoring methods: Final written exam.

Recommended bibliography:

- Krugman, P.R., Obstfeld, M., & Melitz, M. (2023). *International Economics: Theory and Policy* (5th Edition, Enhanced). Pearson.
- Gerber, J. (2018). *International Economics*. 3rd Edition. Broken Hill Publishers.

Course title:	**Theory and Practice of Economic Integration (Erasmus)**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon completion of this course, students will:

- Understand the fundamental concepts and theories of economic integration.
- Analyze the different forms of economic integration and their implications for member states.
- Evaluate the effects of economic policies on integration processes within the European Union and other regional blocs.
- Critically assess case studies of successful and unsuccessful economic integration efforts.
- Apply theoretical frameworks to real-world scenarios involving economic integration and trade.
- Understand the role of institutions and policies in facilitating or hindering economic integration.
- Develop the ability to discuss contemporary issues and challenges in economic integration.

Prerequisites: Understanding of microeconomic and macroeconomic principles and familiarity with the fundamental concepts of international trade theory and practice.

Course content:

Part I: The Creation of the Unified Internal Market

- Economic Integration and Its Forms
- Partial and General Equilibrium Analysis of Customs Duties Effects
- Welfare Effects of Customs Duties, Quotas, and Subsidies
- Theory of Customs Union and Its Effects
  - A Partial and General Equilibrium Analysis
- Fiscal Unions and Tax Harmonization

Part II: Structural Policy of the European Union

- European Social Fund and European Social Policy
- European Agricultural Fund
- European Fund for Regional Development and Regional Economic Policy
- Cohesion Fund
- The Budget of the EU

Part III: Historical Reference of the Monetary Union

- From the European Monetary System to the Economic and Monetary Union
  - The Common Currency: Euro
- The System of the ECU (European Currency Unit)
- The Single Act
- The Criteria of Maastricht
- The Three Stages of the Monetary Union
- The Euro: Mechanism of Unique Money

Part IV: The Theory of Monetary Integration

- Theory of "Optimum Currency Areas" and Its Criticism
- Benefits of a Common Currency
- Comparison Between Costs and Benefits
- European Monetary System and Its Imperfections

Part V: Implementation of the European Central Banks System

- The European System of Central Banks
- The European Central Bank
- Policy of the European Central Bank

Teaching and learning methods – assessment: Traditional lectures-based format.

Evaluation/scoring methods: Final written exam. Students also have the opportunity to write an essay under the supervision of their professor.

Recommended bibliography:

- Krugman, P. R., Obstfeld, M., & Melitz, M. (2023). *International Economics: Theory and Policy* (5th Edition). Pearson.
- Gerber, J. (2018). *International Economics*. 3rd Edition. Broken Hill Publishers.
- De Grauwe, P. (2018). *Economics of Monetary Union* (12th Edition). Oxford University Press.
- Baldwin, R., & Wyplosz, C. (2020). *The Economics of European Integration* (6th Edition). McGraw-Hill Education.

Course title:	**Competing through Business Models**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon completion of this course, students will:

- Understand the concept of business models and their significance in strategic management.
- Analyze various types of business models and their impact on competitive advantage.
- Develop skills to create and evaluate innovative business models.
- Examine case studies of successful and unsuccessful business models in various industries.
- Apply frameworks and tools to assess the viability of different business models in real-world scenarios.
- Understand how digital transformation influences business models and competitive strategies.

Prerequisites: There are no formal prerequisites for this course; however, a basic understanding of business concepts is beneficial.

Course content:

Topics covered include (but not limited to):

- Introduction to Business Models: Definitions and importance.
- Types of Business Models: B2B, B2C, C2C, subscription-based, freemium, etc.
- Business Model Innovation: Strategies for developing and implementing innovative business models.
- Frameworks for Analyzing Business Models: Business Model Canvas, Value Proposition Design.
- Case Studies: Analysis of real-world business models from various industries.

- Digital Transformation and Business Models: Impact of technology on traditional and new business models.
- Assessing Business Model Viability: Metrics and tools for evaluation.

Teaching and learning methods – assessment:

- Lectures: Covering key concepts and theories.
- Case Studies: In-depth analysis of real-world examples.
- Group Projects: Collaborative work to develop and present business models.
- Workshops: Hands-on sessions focusing on business model creation and evaluation.

Evaluation/scoring methods: Written Exam (40%): Assessing understanding of theoretical concepts and frameworks, Group Project (40%): Development and presentation of a business model for a hypothetical or existing company, Class Participation (20%): Engaging in discussions, case studies, and workshops.

Recommended bibliography:

- Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Wiley.

Additional readings

- Teece, D. J. (2010). "Business Models, Business Strategy and Innovation." Long Range Planning, 43(2-3), 172-194.
- Chesbrough, H. (2010). Business Model Innovation: Strategies for Future-Ready Organizations. Jossey-Bass.
- Johnson, M. W., Christensen, C. M., & Kagermann, H. (2008). "Reinventing Your Business Model." Harvard Business Review, 86(12), 50-59.

Course title:	**Digital Business Transformations**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Students at the end of the course will be able to:

- Study the current digital maturity of an organization

- Identify where they can be digitized in a business
- Implement tools for a company's digital presence
- Implement tools to digitize a company's internal processes
- Develop their digital presence (e-shop and promotional tools).

Prerequisites: None

Course content: The course "Digital Transformation" aims to teach the ways we analyze, plan and implement Digital Transformation in a business. The course will include a presentation of real tools, which students will be asked to use for the preparation of their work (attending the course does not require prior knowledge of programming, it is addressed either to people who will now start studying.

The topics that will be taught are:

- Introduction to Digital Transformation and Digitalization
- Ways to study the digital maturity of a business
- Ways to study competition with digital tools
- Digital presence of a business (ecommerce strategy)
- Digital promotion of a business (search engines (SEO/ SEM/ Google Ads/ YouTube), Social Media (facebook, Instagram, Tik Tok, content marketing, email marketing)
- Platforms for the internal organization of a business (ERP, CRM, WMS).

Teaching and learning methods – assessment: Lectures, case studies, presentation of digital tools, exercises for the application of tools.

Evaluation/scoring methods: 50% final exam, 40% group work, 10% analysis of one case study per group.

Recommended bibliography:

- Rogers, D. L. (2016). The Digital Transformation Playbook: Rethink Your Business for the Digital Age. Columbia Business School Publishing.

Additional readings

- Westerman, G., Bonnet, D., & McAfee, A. (2014). *Leading Digital: Turning Technology into Business Transformation*. Harvard Business Review Press.
- Bharadwaj, A., El Sawy, O. A., Pavlou, P. A., & Venkatraman, N. (2013). "Digital Business Strategy: Toward a Next Generation of Insights." *MIS Quarterly*, 37(2), 471-482.
- Porter, M. E., & Heppelmann, J. E. (2014). "How Smart, Connected Products Are Transforming Competition." *Harvard Business Review*, 92(11), 64-88.

Course title:	**Project Management and Professional Practice**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3

Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The course covers not only technical and operational aspects related to the management of project, but also issues related to strategic alignment, team formation, project organization, conflict management, change management and leadership. Overall, the course offers a balanced mix of theoretical knowledge and practical skills, designed to enhance the capabilities of individuals in various aspects of project management, thereby making them valuable assets to their organizations or enhancing their own professional development.

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

- Develop, execute, monitor and control the plan of a project with the aim of achieving specific business objectives.
- Understand the basic principles of modern project management and how the company's strategy is linked to successful project execution.
- Understand the basic principles of managing a project portfolio.
- Know all aspects of the role and responsibilities of a project manager.
- Apply financial evaluation techniques using Microsoft Excel.
- Apply risk management methodologies and create plans for various contingencies.
- Understand the importance of time, cost, and quality/performance as they relate to project management.
- Use the concepts of project management as a framework for improving the systems and processes of a business.
- Organize, manage, and lead project teams.

Prerequisites: None

Course content: This course deals with the management, organization, evaluation, planning, control and monitoring of projects. The course covers technical and operational aspects related to the scheduling of project activities, allocation of available resources, planning of cash flows and risk management, as well as organizational aspects such as strategy formulation, project team management and conflict resolution. Agile project management techniques are also examined for projects with a high degree of uncertainty. Special emphasis is placed on project planning (e.g. defining scope, priorities, specifications, communication plan, task analysis and connection with the organizational structure) and monitoring (e.g. change management and critical performance indicators) to achieve specific business goals. The course presents all aspects for successful management of technical and non-technical projects in various business sectors, such as construction and information technology.

Teaching and learning methods – assessment: Theoretical lectures, case-studies and hands-on practice with project management tools and software

Evaluation/scoring methods: Final written exam and class exercises/assignments

Recommended bibliography:

- PMI (Project Management Institute). (2017). A Guide to the Project Management Body of Knowledge (PMBOK® Guide). 6th Edition. Project Management Institute.
- Kerzner, H. (2017). Project Management: A Systems Approach to Planning, Scheduling, and Control. 12th Edition. Wiley.
- Schwalbe, K. (2019). Information Technology Project Management. 8th Edition. Cengage Learning.
- Meredith, J. R., & Mantel, S. J. (2017). Project Management: A Managerial Approach. 9th Edition. Wiley.

8th SEMESTER
SPECIALIZATION: MANAGEMENT, LEADERSHIP AND STRATEGY

Course title:	**International Marketing**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	8th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The aim of the course is for students to understand the particularities and problems faced by businesses when operating in international markets, the techniques of analyzing the international environment, the importance of collecting information and basic data sources for international markets, how to select, enter and segment international markets and design an international marketing strategy.

Prerequisites: None

Course content:

The course content includes, among others:

- Globalization
- Internationalization process
- International marketing environment
- International market segmentation
- Selection of international markets
- Research on international markets
- Ways to enter international markets
- Product policy for international markets
- Pricing strategies for international markets
- Promotion strategies in international markets
- International distribution channel strategies

Teaching and learning methods – assessment: Lectures and case studies

Evaluation/scoring methods: Final written exam

Recommended bibliography:

- Cateora, P. R., Graham, J. L., & Wong, J. C. G. A. (2020). *International marketing* (18th ed.). McGraw-Hill Education.
- Keegan, W. J., & Green, M. C. (2017). *Global marketing* (8th ed.). Pearson.
- Verlegh, B. K. H. S. M. P., & van der Velden, P. C. (2018). *International marketing: A strategic perspective*. Routledge.

Course title:	**Strategy Implementation and Change Management**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	8th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon completion of this course, students will:

- Understand the critical role of strategy implementation in achieving organizational goals.
- Analyze various models and frameworks for effective change management.
- Develop skills to lead and manage change initiatives within an organization.
- Evaluate the impact of organizational culture on strategy implementation and change efforts.
- Apply tools and techniques for monitoring and evaluating the success of change initiatives.
- Communicate effectively with stakeholders throughout the change process.

Prerequisites: There are no formal prerequisites for this course, although familiarity with strategic management concepts is advantageous.

Course content:

Topics covered include:

- Introduction to Strategy Implementation: Definitions, importance, and key concepts.
- Change Management Models: Kotter's 8-Step Change Model, Lewin's Change Management Model, and others.
- Organizational Culture and Change: Understanding how culture influences change efforts.
- Leadership and Change: The role of leadership in guiding change.
- Resistance to Change: Identifying and managing resistance within the organization.

- Evaluation of Change Initiatives: Measuring success and making adjustments as needed.
- Case Studies: Analysis of successful and unsuccessful strategy implementations and change initiatives.

Teaching and learning methods – assessment: Lectures: Covering theoretical concepts and frameworks, Case Studies: In-depth analysis of real-world examples related to strategy implementation and change management, and Group Discussions: Engaging in discussions to deepen understanding of course materials.

Evaluation/scoring methods: Final written exam (60%), Case Study Analysis (30%): Evaluation of a real-world case study, focusing on strategy and change management practices, Class Participation (10%).

Recommended bibliography:

- Burke, W. W. (2017). *Organization Change: Theory and Practice*. 4th Edition. Sage Publications.
- Kotter, J. P. (2012). *Leading Change*. Harvard Business Review Press.
- Kotter, J. P., & Cohen, D. S. (2002). The Heart of Change: Real-Life Stories of How People Change Their Organizations. Harvard Business Review Press.

Course title:	**Internship related to Business Management**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	8th
Number of credits awarded:	18

Intended learning outcomes:

Upon completion of this course, students will:

- Recognize and understand the importance of professionalism and good behavior at work
- Select the business sectors and types of companies / positions that they would be interested in continuing their professional career
- Distinguish the difference between theory, as this has been taught in the lectures and the practice, as applied by companies today
- Analyze the impact of external and internal factors on the performance of the organizations they were employed in
- Apply theories and models taught in the courses to some of the best businesses and organizations in Greece and abroad
- Propose well-argued and grounded actions to improve the performance of the organizations they have worked for

Prerequisites: There are no formal prerequisites for this course

Teaching and learning methods – assessment: Class lectures and employment at an organisation.

Evaluation/scoring methods: Final written assignment.

5th SEMESTER
SPECIALIZATION: TECHNOLOGICAL ANALYSIS

Course title:	**Strategic Management**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- How can executives position the company against market and competitive forces in order to exploit these forces or even influence them to their advantage?
- The processes of shaping business strategy as well as the extent to which Greek companies follow these procedures.
- The alternative strategic choices that a business can follow. Which are the most effective? under what conditions?
- The effectiveness of growth strategies through M&A. Under what conditions do they succeed or fail?
- The appropriate strategies for achieving competitive advantage. How can a business design and implement these strategies?
- The importance of strategy implementation and the role played in effective implementation by the appropriate organization, systems, human resources, values, culture.
- Strategic decision-making techniques and common mistakes in strategy formulation and implementation.

Prerequisites: None

Course content: Strategy has always been considered an important success factor in all areas of human activity. The aim of the course is to understand strategy issues in the business area. The course examines a set of concepts, methods and tools for formulating and implementing a company's strategy. In addition, it aims to critically evaluate these through the discussion of many real case studies of Greek and international companies.

Teaching and learning methods – assessment: Lectures of theoretical / practical part, additional tutorial courses and presentations of students

Evaluation/scoring methods: Students will be assessed through a final written exam, which will evaluate their understanding of the course material. Additionally, there is an option for students to prepare a

practical project focused on the strategic analysis of a company, allowing them to apply theoretical concepts in a real-world context.

Recommended bibliography:

- Wheelen, T.L., & Hunger, J.D. (2018). Strategic Management and Business Policy: Globalization, Innovation and Sustainability (15th Edition). Pearson.
- Porter, M.E. (2008). Competitive Strategy: Techniques for Analyzing Industries and Competitors. Free Press.
- Barney, J.B., & Hesterly, W.S. (2019). Strategic Management and Competitive Advantage (6th Edition). Pearson.
- Grant, R.M. (2019). Contemporary Strategy Analysis (10th Edition). Wiley.
- Collis, D.J., & Rukstad, M.G. (2008). Can You Say What Your Strategy Is? Harvard Business Review.

Course title:	**Data Analysis**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

By the end of this course, students will be able to:

- Understand and apply fundamental concepts in data analysis, including descriptive and inferential statistics.
- Analyze large datasets using statistical software (e.g., R, Python, SPSS).
- Visualize data effectively to communicate insights.
- Develop problem-solving skills by applying statistical methods to real-world problems.
- Interpret and present data-driven conclusions in written and oral formats.

Prerequisites: Basic knowledge of algebra and calculus is required. Familiarity with programming languages such as Python or R is an advantage.

Course content:

The course will cover the following topics:

1. Introduction to Data Analysis

- Importance of data in decision-making
- Types of data (quantitative vs qualitative)

2. Data Collection and Cleaning
   - Data sources and formats
   - Handling missing or inconsistent data
3. Descriptive Statistics
   - Measures of central tendency (mean, median, mode)
   - Measures of dispersion (variance, standard deviation)
4. Data Visualization
   - Creating graphs and plots (histograms, scatterplots, boxplots)
5. Probability Theory and Distributions
   - Normal distribution, binomial distribution, etc.
6. Inferential Statistics
   - Hypothesis testing, confidence intervals
   - T-tests, ANOVA, chi-square tests
7. Regression Analysis
   - Simple and multiple linear regression models
   - Logistic regression
8. Time Series Analysis
   - Trends, seasonality, forecasting techniques
9. Machine Learning Basics for Data Analysis
   - Supervised vs unsupervised learning
   - Introduction to clustering and classification techniques

Teaching and learning methods – assessment:

- Lectures: 3 hours per week
- Practical Sessions: Hands-on practice with data analysis tools and techniques
- Self-study: Reading assignments, homework, and project work.

Evaluation/scoring methods: Final Written Exam (50%) including multiple-choice questions, short answers, and problem-solving, Midterm Exam (20%) which covers first half of the course content, Participation & Homework Assignments (10%)

Recommended bibliography:

- "Statistics for Business and Economics" by Paul Newbold, William Carlson, and Betty Thorne
- "Data Science for Business" by Foster Provost and Tom Fawcett
- "Introduction to the Practice of Statistics" by David S. Moore and George P. McCabe

Course title:	**Mathematics for Business II (Algebra)**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The goal of the course is to teach students advanced topics in mathematics for Business & Economics. The course is designed to provide both intuition and deep understanding of concepts in Linear Algebra, Calculus of multiple variable functions Implicit functions, Differential Equations, Difference Equations and Constrained Optimization Methods for multiple variable functions. The first semester mathematics for Business I (Calculus) is a prerequisite. The course helps students familiarize real life applications that illustrate the use of mathematical concepts in business economics and technology as well as in decision sciences. During the course, students are encouraged to computer usage via modern computational platforms such as MATHEMATICA, MATLAB, and EXCEL. Specific tutorials for the Mathematica are offered during the course.

Prerequisites: Mathematics for Business I (Calculus)

Course content: Vectors, Matrices and Linear Systems, Dimension, Rank and Linear Transformations, The Vector Space Rn , Determinants, Eigenvalues and Eigenvectors, Orthogonality, Change Basis, Solving Large Linear Systems, .Implicit Functions, the Implicit Function Theorem, Introduction to Differential Equations, Modeling with Differential Equations, First Order Differential Equations, Higher Order Differential Equations, Solutions of Second Order Linear Homogeneous Differential Equations with Constant Coefficients, Solutions of Second Order Linear Nonhomogeneous Differential Equations with Constant Coefficients, Applications of Higher Order Differential Equations. Difference Equations, Calculus of Functions with Multiple Variables, Partial Derivatives, Differentiability, Extreme Values of Functions, Optimization Functions Constrained Optimization, the Method of Lagrange Multipliers.

Teaching and learning methods – assessment: Teaching will include lectures, tutorial lessons and lab sessions on EXCEL, MATHEMATICA and MATLAB

Evaluation/scoring methods: The course grade will be based on a final written exam and on optional individual essays

Recommended bibliography:

- M. Abell and J. Braselton, “Mathematica by Example”, Academic Press
- A. Chiang, “Fundamental Methods of Mathematical Economics”, McGraw-Hill

International Editions

- P. Miliotis Constrained Optimization Theory ,**AUEB**
- K. Sydsaeter and P. Hammond, “Mathematics for Economic Analysis”, Prentice-Hall,

- T. Yamane & A. Kintis, Mathematics for Business and Economics, Gutenberg
- The notes of the course are made available to students in web

Course title:	**Cloud and DevOps**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

By the end of this course, students will be able to:

- Understand the core principles and practices of Cloud Computing and DevOps.
- Utilize various cloud platforms (e.g., AWS, Azure, Google Cloud) for infrastructure management.
- Apply DevOps methodologies such as Continuous Integration (CI) and Continuous Deployment (CD) to streamline software development processes.
- Automate infrastructure management and deployment using tools such as Docker, Kubernetes, and Terraform.
- Monitor and optimize cloud-based applications and services for performance and scalability.
- Implement security best practices in cloud environments

Prerequisites: Students enrolling in this course should have Basic Programming Skills (Python, Java, or equivalent), Fundamental Knowledge of Operating Systems as well as Familiarity with Networking Concepts.

Course content:

This course will cover the following topics:

1. Introduction to Cloud Computing
    - Cloud computing models: IaaS, PaaS, SaaS
    - Cloud architecture and infrastructure
    - Public, private, and hybrid cloud environments
2. DevOps Principles and Practices
    - Overview of DevOps culture and methodology
    - Benefits of DevOps in modern software development

3. Cloud Platforms Overview
    - Introduction to major cloud providers (AWS, Microsoft Azure, Google Cloud)
    - Basic setup and navigation of cloud environments
4. Infrastructure as Code (IaC)
    - Introduction to Infrastructure as Code
    - Managing infrastructure with Terraform, AWS CloudFormation
    - Best practices in IaC
5. Containerization and Orchestration
    - Introduction to Docker and containerization
    - Building and managing containers
    - Container orchestration using Kubernetes
6. Continuous Integration (CI) and Continuous Deployment (CD)
    - Setting up CI/CD pipelines using Jenkins, GitLab, and GitHub Actions
    - Automated testing and deployment strategies
7. Cloud Automation
    - Automating deployments and scaling with AWS Lambda, Azure Functions
    - Introduction to Serverless Computing
8. Monitoring and Logging in Cloud Environments
    - Using monitoring tools like Prometheus, Grafana, CloudWatch
    - Managing logs and troubleshooting applications in cloud environments
9. Cloud Security and Compliance
    - Understanding cloud security fundamentals
    - Implementing security best practices in cloud architectures
    - Regulatory compliance in cloud environments (GDPR, HIPAA, etc.)
10. Case Studies and Real-world Applications
    - Industry case studies on cloud adoption and DevOps practices
    - Hands-on labs and projects for practical experience

Teaching and learning methods – assessment: Lectures (3 hours per week) - covering theoretical concepts and case studies, Hands-on Labs: including practical sessions with cloud platforms and DevOps tools and Group Projects.

Evaluation/scoring methods: Final written exam (40%), Midterm Exam (20%), Group Project (20%) and individual Assignments (20%).

Recommended bibliography:

- Kim, G., Humble, J., Debois, P., & Willis, J. (2016). The DevOps handbook: How to create world-class agility, reliability, & security in technology organizations. IT Revolution Press.
- Erl, T., Puttini, R., & Mahmood, Z. (2013). Cloud computing: Concepts, technology & architecture. Prentice Hall.

5th SEMESTER
SPECIALIZATION OPTIONS: TECHNOLOGICAL ANALYTICS

Course title:	**E-business**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Understand the fundamental concepts and principles of e-business.
- Analyze and apply digital business models and strategies in real-world scenarios.
- Develop and assess online business initiatives, including e-commerce platforms.
- Evaluate the impact of digital transformation on traditional business environments.
- Understand legal, ethical, and security issues related to online business operations.

Prerequisites: No formal prerequisites, but prior knowledge in basic business principles or information technology is recommended.

Course content: The course provides specialized knowledge both in theory and (more importantly) in practical application, for the main categories of information technologies applied in the business and organizational environment, in all phases of their development and administration, with an emphasis on e-business. It capitalizes and specializes the basic computer literacy and computer skills acquired by the student in the first years of his studies through the compulsory computer courses he has attended to create the required background for modern and up-to-date knowledge and skills of IT development and practical application of the above to the creation of innovative business models / services / businesses in a real environment with emphasis on the exploitation of new technologies.

Course contents include:

- Introduction to E-business and Digital Economy
- E-business Models and Strategies
- E-commerce and Online Retailing
- Digital Marketing and Social Media Integration

- Payment Systems and Financial Transactions Online
- Legal and Ethical Considerations in E-business
- Data Security, Privacy, and Cybersecurity
- The Impact of Emerging Technologies (e.g., AI, Blockchain) on E-business
- Apps and software re-use,
- Business Analytics,
- User experience (UX),
- Business Process Modelling and ERP,
- Information Resource Management

Teaching and learning methods – assessment:

- Lectures: Theoretical frameworks and practical applications.
- Case Studies: Analysis of successful and unsuccessful e-business ventures.
- Group Discussions

Evaluation/scoring methods: Class Participation and Attendance: 10%, Group Projects and Presentations: 30%, Final Written Exam: 60%

Recommended bibliography:

- Chaffey, D. (2015). E-business and e-commerce management: Strategy, implementation and practice (6th ed.). Pearson.
- Charlesworth, A. (2018). Digital business and e-commerce management (7th ed.). Pearson.
- Additional academic articles, case studies, and online resources will be provided during the course.

Course title:	**Fin Tech Applications**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Understand the key technologies driving FinTech innovations (e.g., Blockchain, AI, and Big Data).

• Analyze how financial technology is transforming traditional banking and finance industries. • Apply FinTech solutions to real-world financial services and products. • Critically evaluate the impact of FinTech on financial regulation, privacy, and security. • Explore the emerging trends in FinTech, such as digital currencies, decentralized finance (DeFi), and peer-to-peer lending.
Prerequisites: No formal prerequisites, but a foundational knowledge in finance or information technology is beneficial.
Course content: • Introduction to Financial Technology (FinTech) • Blockchain and Cryptocurrencies • Mobile Payments and Digital Wallets • Crowdfunding and Peer-to-Peer (P2P) Lending • Artificial Intelligence (AI) and Big Data in Financial Services • Robo-Advisors and Automated Investment Services • RegTech (Regulatory Technology) and Legal Challenges • Cybersecurity and Privacy in Financial Technology • The Future of Digital Finance: DeFi and Central Bank Digital Currencies (CBDCs)
Teaching and learning methods – assessment: Lectures: Covering the theoretical foundations of FinTech innovations, Case Studies: Analysis of real-world applications of financial technologies, and Hands-on Workshops: Exposure to FinTech tools and platforms, including blockchain technology and AI-powered financial tools.
Evaluation/scoring methods: Class Participation and Attendance (10%), Group Projects and Presentations (30%), Final Written Exam (60%): it will assess students on the core concepts, case studies, and applications discussed throughout the course.
Recommended bibliography: • Nielsen, J. H., & Jespersen, K. S. (2018). FinTech: Financial Technology and Modern Finance in the 21st Century. Palgrave Macmillan.

Course title:	**Privacy and Legal Issues in Technology**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No

Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Understand the key legal frameworks related to privacy, data protection, and technology use.
- Analyze the ethical and legal challenges posed by new technologies (e.g., AI, Big Data, IoT).
- Examine the global legal environment for digital privacy, including GDPR and other regional regulations.
- Critically evaluate the privacy risks and responsibilities of companies and individuals in the digital age.
- Apply legal principles to real-world case studies involving cybersecurity, digital rights, and intellectual property.

Prerequisites: None

Course content:

- Introduction to Digital Privacy and Data Protection
- Legal Frameworks: GDPR, CCPA, and Other Global Privacy Laws
- Technology and Surveillance: Balancing Privacy with Security
- Data Breaches and Cybersecurity Regulations
- Intellectual Property Law in the Digital Age
- AI, Automation, and Legal Responsibility
- Ethical Issues in Technology: Big Data and Predictive Analytics
- Social Media and Privacy Rights
- Emerging Technologies and Legal Challenges (Blockchain, IoT, etc.)
- Case Studies: Legal Disputes in Technology and Privacy

Teaching and learning methods – assessment: Lectures covering theoretical and practical aspects of privacy and legal issues in technology.

Evaluation/scoring methods: Final written exam

Recommended bibliography:

- Bygrave, L. A. (2014). *Data Privacy Law: An International Perspective*. Oxford University Press.
- Kuner, C. (2020). *Transborder Data Flows and Data Privacy Law*. Oxford University Press.

Course title:	**Managing M&As and Strategic Alliances**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3

Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Students completing this course will be able to:

- Understand the concepts and practices related to managing mergers and acquisitions (M&As) and strategic alliances.
- Analyze the strategic rationale behind M&As and alliances and their impact on organizational performance.
- Evaluate the key factors influencing the success or failure of M&As and alliances.
- Apply theoretical frameworks to real-world case studies in M&A and strategic partnerships.

Prerequisites: No prerequisite knowledge is needed. An overall view of management science and an understanding of basic strategic concepts are elements that will surely help students in their more immediate response to the requirements of the course.

Course content:

The course covers various topics, including but not limited to:

- Introduction to Mergers and Acquisitions: Definitions, types, and importance.
- The M&A Process: Stages, challenges, and best practices.
- Strategic Alliances: Types, motivations, and frameworks for managing alliances.
- Valuation Techniques: Assessing the value of target companies in M&As.
- Cultural Considerations: The role of corporate culture in M&A success.
- Legal and Regulatory Issues: Compliance and due diligence in M&As.
- Post-Merger Integration: Strategies for successful integration.

Teaching and learning methods – assessment: The course will employ a combination of lectures covering both theoretical and practical aspects, along with student presentations to encourage active participation and deeper understanding of the material.

Evaluation/scoring methods: Students will be assessed through a written exam, which will evaluate their understanding of the course concepts and their ability to apply them in various contexts.

Recommended bibliography:

- Gaughan, P.A. (2017). Mergers, Acquisitions, and Corporate Restructurings (6th Edition). Wiley.
- Barkema, H.G., & Schijven, M. (2008). Toward a Better Understanding of Entry Decisions and the Performance of International Acquisitions. Academy of Management Perspectives.
- Harrison, J.S., & John, C.H. (2018). *Foundations in Strategic Management* (6th Edition). Cengage Learning.

Course title:	**Network Economics and Game Theory**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	5th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

By the end of this course, students will be able to:

- Understand the fundamental principles of network economics and its impact on markets.
- Apply game theory concepts to analyze strategic interactions in networks.
- Model and analyze network structures, behaviors, and outcomes in economic systems.
- Evaluate competitive strategies in digital and networked environments.
- Utilize mathematical tools and algorithms in the context of game theory for problem-solving.

Prerequisites: None

Course content:

The course covers the following topics:

- Introduction to network economics and its applications
- Fundamentals of game theory
- Network structures and strategic interactions
- Pricing in networks
- Equilibrium concepts and their applications in economics
- Auctions and market design
- Case studies on real-world applications of network economics (telecommunications, internet, etc.)

Teaching and learning methods – assessment:

- Lectures: Classroom-based sessions introducing theoretical concepts.
- Problem-solving sessions: Interactive discussions and practice on case studies.
- Group work: Collaborating on game theory models and network analysis.
- Assignments: Applying course concepts to real-world network scenarios.

Evaluation/scoring methods: Final written exam

Recommended bibliography:

- Papageorgiou, A. T. (2013). Network economics: A theory of network industry. Cambridge University Press.
- Tadelis, S. (2013). Game theory: An introduction. Princeton University Press.

6th SEMESTER
SPECIALIZATION: TECHNOLOGICAL ANALYSIS

Course title:	**Leadership and Personal Skills Development**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

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

- Recognize key managerial competences
- Explain their relevance to management effectiveness
- Develop behaviors related to managerial competencies in both their professional and personal contexts
- Explain administrative problems from the perspective of administrative capacities

Prerequisites: There are none.

Course content: The aim of the course is to help students understand the importance of personal skills for a successful executive in modern business. In this context, the course aims to help participants both analyze and record their personal skills, as well as improve them, as much as possible, in a safe environment.

Teaching and learning methods – assessment: Apart from the lectures, the course will use experiential learning methods, such as self-diagnostic questionnaires, role exercises, presentations, case studies. For this reason, participation in the classroom is considered essential for the development of skills, as described above.

Evaluation/scoring methods:

Written exam: 50%.

The questions require a good and in-depth understanding of the course content, the use of analytical ability and the ability to apply theory in practice.

Written assignments, presentations and class participation: 50%

For the effective development of skills it is necessary to participate in experiential exercises that take place in class. Based on these, participants draw up a written personal development plan. Group work and presentations are also made.

Recommended bibliography:

- Winston, N., Leadership Exercise, ed. Rosili, 2016.
- Iordanoglou D. & co., Leaders of the Future, Ed. Field, 2016.
- Iordanoglou D., Human Resource Management in Modern Organizations, New Trends and Practices, Ed. Critique, 2008.
- Vakola M. & Nikolaou I., Organizational Psychology & Behavior, ed. Rossili, 2012.

Course title:	**Business Intelligence and Data Engineering**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

By the end of this course, students will be able to:

- Understand the core principles of business intelligence (BI) and data engineering.
- Implement BI solutions to extract, transform, and load (ETL) data for decision-making.
- Design and manage databases and data warehouses.
- Utilize data visualization tools to create insightful dashboards and reports.
- Apply advanced data analytics techniques to support business operations.
- Gain hands-on experience with industry-standard BI tools (e.g., Tableau, Power BI, SQL).
- Develop solutions for real-time data processing and large-scale data engineering projects.

Prerequisites: None

Course content: The usage of data in enterprise decision making has been identified as one of the most critical elements for success in our data-driven society. The objective of the course is to present the theory and the techniques used in modern data analysis systems in a business context. This includes, architectures, algorithms, tools, applications and commercial systems.

The course contents are:

- Advanced modern database topics: query processing, transaction processing, main-memory databases, column-oriented databases.

- Business Intelligence: architecture, design and modelling of data warehouses, ETL, data cubes, OLAP, tools, systems.
- Data Mining: Architecture, the KDD process, classification, clustering, association rules, applications, systems.
- Large-scale data management: MapReduce, Hadoop and tools, NoSQL systems.
- Special Topics: Text analytics, data streams, data visualization, social media analytics.

Teaching and learning methods – assessment:

- Lectures: Classroom-based theoretical instruction covering key concepts in business intelligence and data engineering.
- Lab Sessions: Hands-on practice with BI tools, ETL processes, and data engineering technologies.
- Case Studies: Real-world examples of BI applications and data-driven decision-making in businesses.

Evaluation/scoring methods: Final Written Exam: Comprehensive assessment of theoretical understanding and practical application of course material.

Recommended bibliography:

- Sherman, R. (2014). *Business intelligence guidebook: From data integration to analytics*. Morgan Kaufmann.

Course title:	**Mobile and Web Application Development**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

By the end of this course, students will be able to:

- Understand the core principles and architecture of mobile and web applications.
- Design and develop user-friendly, responsive mobile and web applications.
- Apply programming languages such as HTML, CSS, JavaScript, and mobile development frameworks (e.g., React Native, Flutter).
- Implement databases and web services for mobile and web application functionality.
- Optimize application performance, including responsive design and cross-platform development.

- Integrate security practices into mobile and web applications.
- Debug, test, and deploy applications to real-world environments.

Prerequisites: Basic knowledge of programming (Java, Python, or another object-oriented language) and Web development fundamentals (HTML, CSS, JavaScript) recommended.

Course content:

The course covers the following key topics:

- Introduction to Mobile and Web Application Development:
  - Overview of the mobile and web development ecosystems.
  - Key differences between web and mobile platforms.
- Mobile Development:
  - Native mobile development (Android and iOS).
  - Cross-platform development with frameworks like React Native and Flutter.
  - User interface design for mobile apps.
- Web Application Development:
  - Frontend development with HTML, CSS, JavaScript, and libraries such as React or Angular.
  - Backend development with Node.js or similar server-side technologies.
  - Introduction to web services, RESTful APIs, and database integration.
- Performance and Security:
  - Application optimization and performance tuning.
  - Mobile and web application security (authentication, encryption, secure storage).
- Testing and Deployment:
  - Debugging tools and methodologies.
  - Continuous integration and deployment practices for mobile and web applications.
- Case Studies and Industry Applications:
  - Analysis of successful mobile and web applications.
  - Group projects simulating real-world app development scenarios.

Teaching and learning methods – assessment: Lectures: Classroom-based theoretical instruction on mobile and web development, and Lab Sessions: Hands-on coding sessions where students work on developing mobile and web applications.

Evaluation/scoring methods: Final written exam and assignments: Regular evaluation of coding assignments and lab exercises.

Recommended bibliography:

- Robbins, J. (2018). Learning web design: A beginner's guide to HTML, CSS, JavaScript, and web graphics (5th ed.). O'Reilly Media.

Course title:	**Artificial intelligence**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

By the end of this course, students will be able to:

- Understand the foundational concepts and history of artificial intelligence (AI).
- Develop algorithms and implement AI techniques such as search algorithms, machine learning, and neural networks.
- Apply AI methods to solve problems in areas such as decision-making, pattern recognition, and data processing.
- Understand the ethical implications and societal impacts of AI technologies.
- Use AI tools and frameworks like TensorFlow, Keras, or scikit-learn to build intelligent systems.

Prerequisites: None

Course content:

The course covers the following key areas:

1. Introduction to Artificial Intelligence:
   - Definition, history, and applications of AI.
   - The Turing Test, intelligent agents, and rationality.
2. Search Algorithms:
   - Uninformed search (BFS, DFS).
   - Informed search (A*, Greedy search).
   - Constraint satisfaction problems (CSPs).
3. Knowledge Representation and Reasoning:
   - Logic and inference: propositional and first-order logic.
   - Expert systems and knowledge bases.
4. Machine Learning:
   - Supervised and unsupervised learning.

- Decision trees, support vector machines, and clustering algorithms.
- Introduction to deep learning and neural networks.

5. Natural Language Processing (NLP):
   - Basics of language processing: tokenization, parsing, and sentiment analysis.
   - Machine translation and chatbots.
6. Ethics in AI:
   - The societal and ethical challenges posed by AI.
   - AI governance and responsible AI development.

Teaching and learning methods – assessment: Lectures: In-class teaching focusing on theory and real-world applications of AI, and Laboratory Work: Practical sessions where students implement AI algorithms and work on small projects using AI tools.

Evaluation/scoring methods: Final written exam: covering theoretical knowledge acquired during course, Assignments and Lab Work: Periodic assignments that assess practical skills, including implementing algorithms and solving AI problems.

Recommended bibliography:

Proposed handbook:

- Russell, S., & Norvig, P. (2020). *Artificial intelligence: A modern approach* (4th ed.). Pearson.
- Additional reading materials, journal articles, and case studies will be provided throughout the course.

6th SEMESTER
SPECIALIZATION OPTIONS: TECHNOLOGICAL ANALYTICS

Course title:	**Visual Analytics**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

By the end of this course, students will be able to:

- Understand the principles of visual analytics and data visualization techniques.
- Utilize various tools to analyze and present large datasets visually.
- Create interactive dashboards and visual representations of data to support decision-making.
- Apply visualization techniques to detect patterns, trends, and outliers in complex datasets.
- Integrate data visualization with machine learning and statistical methods to derive insights.
- Communicate data-driven results effectively through visual mediums.

Prerequisites: None

Course content:

The course covers the following key areas:

1. Introduction to Visual Analytics:
   - Definition, history, and importance of visual analytics.
   - The role of visual analytics in data-driven decision-making.
2. Fundamentals of Data Visualization:
   - Types of data: structured, unstructured, and semi-structured data.
   - Basic visualization techniques: charts, graphs, histograms, and scatter plots.
   - Design principles for effective visualizations.
3. Tools and Technologies:

- Introduction to visual analytics tools like Tableau, Power BI, and Python libraries (Matplotlib, Seaborn, Plotly).
- Interactive visualizations and dashboards.

4. Advanced Visualization Techniques:
   - Data storytelling and narrative visualization.
   - Multidimensional data visualization (heatmaps, tree maps, etc.).
   - Geospatial data visualization.
5. Visual Analytics in Big Data:
   - Visualizing large datasets and handling real-time data streams.
   - Integration of machine learning with visual analytics.
6. Applications of Visual Analytics:
   - Case studies: Business intelligence, healthcare, finance, and marketing.
   - Ethical considerations and best practices in visualizing sensitive data.

Teaching and learning methods – assessment:

- Lectures: Theoretical instruction covering visualization techniques, tools, and applications.
- Hands-on Lab Sessions: Practical workshops where students work on real datasets using tools like Tableau, Power BI, or Python.
- Case Studies and Examples: Analysis of real-world applications of visual analytics in various industries.

Evaluation/scoring methods: Final Written Exam: A comprehensive exam assessing students' understanding of visual analytics principles and techniques.

Recommended bibliography:

- Knaflic, C. N. (2015). Storytelling with data: A data visualization guide for business professionals. Wiley

Course title:	**Consumer Analytics**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: In this course, data-oriented techniques for extracting patterns from customer data in order to support customer relationship management, will be presented in detail.

Propensity modeling for classification, association analysis, factor analysis, clustering and social network analysis are the main techniques that will be explained. The main objective of the course is to present in detail the methodologies used in relationship marketing in order to gain actionable insights from data. Focusing on business applications rather than algorithms & programing, it aims to fill the gap between theory and real applications in CRM.

By completing this course, the students will be able:

- To fully understand & apply standard data mining techniques such as propensity modeling for cross selling activities and data clustering for customer segmentation.
- Learn new trends on advanced analytics & actual case studies that are used by enterprises for effective customer relationship management.
- Gain practical intuition about how to apply these techniques on datasets of realistic sizes using modern data analysis frameworks.

Prerequisites: The course requires a good knowledge in computer science, algorithms and data management. A basic knowledge of statistics and probability theory is essential.

Course content:

The course comprises nine units of three hours each.

- Unit 1: Introduction to Data Mining in CRM

Introduction to Data Mining in Customer Relationship Management. Real Case Studies & examples for applying advanced analytics to different industries.

- Units 2 & 3: Propensity Modeling for Business Applications

Data management and detail methodology for effective propensity modeling in business applications such as cross/up selling and churn prediction. Evaluation techniques as well as deployment in real life applications.

- Unit 4: Tips & Tricks for effective Propensity Modeling

Tips and tricks for propensity modeling & demonstration of a real example using IBM SPSS Modeler. Comparison of different technics by mentioning pros & cons of each category (logistic regression, classification trees, neural networks).

- Unit 5: Presentations of 1st Assignment on Propensity Modeling

Students will present the results of the 1st assignment on propensity modeling in Power Point slides explaining not only the analytical findings but also ideas for utilizing the results into real life business.

- Units 6 & 7: Segmentation types & Methodologies used

Different types of segmentation used in business such as value-based segmentation and behavioral segmentation. Data management and detail methodology for effective segmentation using factor analysis & cluster analysis.

- Unit 8: Tip & Tricks for effective Customer Segmentation

Tips and tricks for segmentation & demonstration of a real example using IBM SPSS Modeler. Profiling & delivery segments.

- Unit 9: Presentations of 2nd Assignment on Customer Segmentation

Students will present the results of the 2nd assignment on customer segmentation in Power Point slides explaining not only the analytical findings but also ideas for utilizing the results into real life business.

- Unit 10: Next Best Activity & Big Data Analytics

Putting them all together for estimating the Next Best Activity per Customer. New Big Data applications in marketing such as: SNA, Text Mining & Geo-location marketing.

Teaching and learning methods – assessment: Lectures covering theoretical-practical part.

Evaluation/scoring methods:

Students will be graded on their performance in two project assignments. More precisely, the grading is divided as follows:

- In class participation and effective presentation of projects' results will count towards 20% of the grade.
- The first project assignment will be announced during the third unit and will count for 40% towards the final grade.
- The second assignment will be announced during the seventh unit and will count for the remaining 40% of the final grade.

Recommended bibliography:

There are many books on the subject. The students are encouraged to read the following books:

- Sharda, D. S., Delen, D. R., & Turban, E. F. (2014). Mastering data mining: The art and science of customer relationship management (1st ed.). Pearson.
- Tsiptsis, K. K., & Chorianopoulos, A. (2009). *Data mining techniques in CRM: Inside customer segmentation* (1st ed.). Wiley.

Course title:	**Human Resources Management**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The course focuses on three main learning areas so that students can effectively manage the human capital of an organization: (a) knowledge, practice, and application (points 1, 2, 3), (b) ability to analyze, synthesize, communicate (points 4 and 5) and (c) develop professional skills (point 6).

Specifically, upon completion of the course, students will be able to:

- Understand the basic functions of HRM and their connection using different theories and case studies.
- Identify ways to reduce costs and increase an organization's performance through the adoption of modern practices and the use of technology in human resource management.

- Apply the principles, practices, and technologies learned from the course to address significant challenges related to an organization's personnel.
- Evaluate the effectiveness of practices and technologies in human resource management depending on the conditions of an organization.
- Demonstrate the ability to collect, analyze and synthesize information from the work environment to make rational and informed decisions with a positive impact.
- Interact and influence others in a professional manner and effectively communicate their ideas and suggestions.

Prerequisites: There are none.

Course content:

The course content includes the following six main modules:

- Introduction to HRM & its strategic nature
- Job planning and analysis
- Recruitment and selection of staff
- Staff training and development
- Design and critique of different reward systems
- Design and implementation of an employee performance appraisal system

Teaching and learning methods – assessment: Lectures of theoretical / practical part. Also, exercises, videos, case studies and role plays are presented in the course in order to increase the understanding of the content of the lectures and improve the critical ability of students.

Evaluation/scoring methods: Written exam (60%) and group work (40%)

Recommended bibliography:

- Dessler, G. (2015). Human Resource Management: Basic concepts and current trends. Publications Review.

Course title:	**Information Systems Management**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-
Intended learning outcomes: This course aims to introduce to the student the essential dimensions related	

to the management of Information technology and Systems in modern organizations. Related topics include the pervasive role of ICTS in the economy and in organizations, IS planning and strategy, Types of IS used currently in organizations, E-business, E-commerce, Knowledge Management and e-learning, approaches for developing Information Systems, Outsourcing, the organization and the business roles of the IS function, IS evaluation and the economics of ICT.

By the end of this course, students will be able to:

- Understand the key concepts and components of information systems in organizations.
- Analyze the role of information systems in supporting business processes and decision-making.
- Evaluate different types of information systems and their impact on organizational performance.
- Develop strategies for effective information systems management, including planning, implementation, and evaluation.
- Identify emerging trends and technologies in information systems and their implications for businesses.
- Assess ethical and security issues related to information systems.

Prerequisites: No prerequisite. Student should, however, be familiar with the fundamentals of IT, and understand databases and software development methods at a basic level.

Course content:

The course covers the following key areas:

- Introduction to Information Systems:
  - Definition and types of information systems.
  - The role of information systems in modern organizations.
- Information Systems in Business Processes:
  - How information systems support business operations.
  - Case studies of successful information systems in organizations.
- Information Systems Management:
  - Planning and implementing information systems.
  - Evaluating information system performance.
- Emerging Technologies:
  - Current trends in information systems (e.g., cloud computing, big data, AI).
  - The impact of digital transformation on business models.
- Information Security and Ethics:
  - Security challenges in information systems.
  - Ethical considerations in the use of information technology.
- Future Directions in Information Systems:
  - Predicting future trends in information systems management.
  - Preparing for the challenges of evolving technologies.

Teaching and learning methods – assessment:

- Lectures: In-class discussions covering theoretical and practical aspects of information systems management.
- Case Studies: Analysis of real-world examples to illustrate the application of information systems in various industries.

Evaluation/scoring methods: Final written exam, Individual project, class assignments.

Recommended bibliography:

- Turban, E., McLean, E., & Wetherbe, J. (2010). Information Technology Management (8th Edition). Wiley.
- Laudon, K. C., & Laudon, J. P. (2018). Management Information Systems: Managing the Digital Firm (16th Edition). Pearson.
- O'Brien, J. A., & Marakas, G. M. (2010). Management Information Systems (10th Edition). McGraw-Hill.

Course title:	**Categorical Data Analysis**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	6th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The course intends to present all principles of categorical data analysis. The main dependence concepts between categorical variables are presented along with ways to test goodness-of-fit of models to data. The course also presents models for logistic regression and loglinear models.

At the end of the course, it is expected that students should know how to quantify different forms of associations between two or more categorical variables, to test different forms of dependence between categorical variables, to fit logistic regression models and to interpret the results.

Prerequisites: None

Course content: Categorical data types. Contingency tables, joint, marginal and conditional probabilities, independency, comparing rates in 2x2 contingency tables (2 rate difference, relative risk, relative probability ratio), types of observant research (recursive, cross-sectional, perspective), relative probability and other correlation measures in IxJ matrices. X2 test of independence, exact tests, X2 statistical test partition, independence test for regular data, trend tests for 2xJ tables. Associated data pairs, comparing associated rates, Mc Nemar test for comparing marginal rates, measures of agreement between observers, relative probability for agreement rate, kappa measure of agreement. Correlation in multidimensional contingency tables, conditional and marginal relative probability rates, the Simpson paradox, partial-conditional independence, homogenized correlation, collapsibility, Cochran-Mantel-Haenszel tests.

Logistic regression, model parameters interpretation, logistic regression inference, the case of categorical predictive variables, multiple logistic regression, model choice, model sufficiency test.
Teaching and learning methods – assessment: Lectures, laboratory exercises, literary analysis, essays/reports, independent study
Evaluation/scoring methods: Final written exam
Recommended bibliography: • Agresti A., (2013). Categorical data analysis, Wiley • Agresti A., (2007). An Introduction to Categorical Data Analysis, Wiley. • Hosmer, D., Lemeshow, S. and Sturdivant, R. (2013) Applied Logistic Regression, Wiley • Kateri, M. (2014). Contingency Table Analysis, Springer.

7th SEMESTER
SPECIALIZATION: TECHNOLOGICAL ANALYSIS

Course title:	**Entrepreneurship**
Code number of the course:	xxx
Type of course:	Concentration
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	Yes
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Upon completion of the course, students will:

- understand the importance of healthy entrepreneurship and ways to achieve it
- possess knowledge and skills and methodologies for creating, financing, operating, surviving and developing a new business or business activity
- be able to critically evaluate the feasibility and ways of creating a new business, but also the effectiveness of its operation and further development
- can use models, techniques and tools in practice

Prerequisites: None

Course content: The course approaches the business from the phase of conception of the initial idea for its creation, and initial financing, of the first operation but also of the phases of its development and growth in a highly competitive international environment. It monitors and presents best practices of new business activities and studies successful cases (case studies) of Greek and foreign start-ups, records the success factors and examines the prospects for their further development

Teaching and learning methods – assessment: Lectures of theoretical & practical part, presentations of guest speakers and presentations of students

Evaluation/scoring methods: Written exam and compulsory practical work

Recommended bibliography:

- Spinelli Stephen, Adams Rob, Papadakis Vasilios, Utopia Start-up Creation, 2015

Course title:	**Digital Marketing and Social Media**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: Marketing strategies, practices and frameworks are being radically transformed by the unprecedented growth of the digital economy, the evolving technological capabilities, the emergence of new business models, and the changes in consumer behavioral patterns. The Digital Marketing, Web Analytics and Social Media course aims at developing students' skills in understanding the impact of digital media on marketing strategy and making students familiar with the use of key digital marketing tools

By the end of this course, students will:

- Understand core concepts of digital marketing and social media strategies.
- Develop skills to create, implement, and manage digital marketing campaigns.
- Analyze and evaluate the effectiveness of digital marketing tools, such as SEO, SEM, and content marketing.
- Gain proficiency in using social media platforms for brand promotion and customer engagement.
- Apply data analytics tools to assess marketing performance and optimize strategies.
- Develop practical skills for content creation, audience targeting, and community building through social media.
- Understand ethical considerations and best practices in digital marketing.

Prerequisites: None

Course content:

Topics covered include:

- Digital Strategy and E-Business Models: Understanding how businesses leverage digital platforms to create value.
- Consumer Behavior and Digital Media: Analyzing how consumer behavior has evolved with the rise of digital platforms and media.
- Content Marketing: Strategies for creating, distributing, and managing content to attract and engage customers.
- Omni-Channel Retailing: Integration of various online and offline channels to create a seamless customer experience.

- Social Media Marketing: Utilizing platforms like Instagram, Facebook, LinkedIn, and others for brand promotion and community building.
- E-Media Mix: How to effectively integrate various digital marketing tools (SEO, SEM, email marketing, etc.) into a cohesive marketing strategy.
- Using Data and Analytics: Applying tools and techniques for measuring, analyzing, and optimizing marketing performance.

Teaching and learning methods – assessment:

Teaching methods used in this course involve:

- Lectures: Core theories, concepts, and case studies in digital marketing and social media,
- Group Projects: Students will work in teams to develop and present digital marketing strategies,
- Hands-on activities with digital marketing tools (e.g., Google Analytics, SEO platforms), and
- guest Speakers: Industry experts sharing practical insights on current trends and strategies.

Evaluation/scoring methods: Written Exam (50%), Group Project/Practical Work (40%), Class Participation and Engagement (10%)

Recommended bibliography:

- Chaffey, D., & Ellis-Chadwick, F. (2022). Digital Marketing: Strategy, Implementation, and Practice. 8th Edition. Pearson.
- Leeflang, P. S. H., Verhoef, P. C., Dahlström, P., & Freundt, T. (2019). Digital Marketing and Analytics: In Theory and Practice. 1st Edition. Routledge.

Course title:	**Applied Machine Learning**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: In this course the students will acquire the skills required for applying Machine Learning techniques in practice. We cover the whole gamut of abilities and knowledge involved, from obtaining and working to data, to visualization, interpreting data, different Machine Learning models and applications, up to and including Neural Networks and Deep Learning. The focus of the course is on the practical applied side, and students will work on projects using real-world tools widely used not just in the academia but in industry as well. This is not a computer science programming course, but students are expected to be proficient in the Python programming language, to be inquisitive and enjoy problem solving.

Prerequisites: None

Course content:

The course covers the following key topics:

- Introduction to Machine Learning:
- Overview of machine learning and its importance in data science.
- Types of machine learning: supervised, unsupervised, and reinforcement learning.
- Data Acquisition and Preprocessing:
- Techniques for obtaining and cleaning data.
- Handling missing values and outliers.
- Data Visualization:
- Visualization techniques for exploratory data analysis.
- Tools for data visualization (e.g., Matplotlib, Seaborn).
- Supervised Learning Models:
- Regression analysis: linear regression, logistic regression.
- Classification techniques: decision trees, support vector machines, k-nearest neighbors.
- Unsupervised Learning Models:
- Clustering techniques: k-means, hierarchical clustering.
- Dimensionality reduction: PCA (Principal Component Analysis).
- Neural Networks and Deep Learning:
- Introduction to neural networks: architecture and activation functions.
- Deep learning frameworks and applications (e.g., Convolutional Neural Networks, Recurrent Neural Networks).
- Model Evaluation and Tuning:
- Techniques for model evaluation: cross-validation, confusion matrix, ROC curve.
- Hyperparameter tuning and optimization.
- Real-World Applications:
- Case studies demonstrating the application of machine learning in various industries.
- Projects that require the application of machine learning to solve practical problems.

Teaching and learning methods – assessment: Lectures: In-class instruction covering theoretical concepts and practical applications of machine learning and Hands-on Labs.

Evaluation/scoring methods: Final written exam and individual assignments

Recommended bibliography:

- "Pattern Recognition and Machine Learning" by Christopher M. Bishop.
- "Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow" by Aurélien Géron.
- "Deep Learning" by Ian Goodfellow, Yoshua Bengio, and Aaron Courville.

- "Machine Learning: A Probabilistic Perspective" by Kevin P. Murphy.
- Additional articles, case studies, and online resources will be provided throughout the course.

Course title:	**Time Series Analysis**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: This course makes an introduction to time series analysis and forecasting techniques and to the dynamic econometric modeling. It considers stationary and non-stationary dynamic models, as well as dynamic systems of equations. The course covers topics on estimation and specification of different time series models, like the AR(p), MA(q) and ARMA(p,q) and ARIMA(p,q) models. It analyses their statistical properties and evaluates their predictive ability. It also corrects these models for seasonality and possible structural breaks. In its second part, the course presents tests of unit roots and cointegration, and multivariate dynamic systems of equations like the VECM and VAR models. For students' practice, the course provides tutorials for exercise solving and applications of dynamic econometric models to financial markets based on an econometric package.

Prerequisites: None

Course content: Introduction with examples of time correlated data. Concepts of stationarity. Autocorrelation function of stationary time series. The classic additive model with deterministic components (trend, periodicity/ seasonality). Parametric and non-parametric methods of estimating and eliminating deterministic components, the method of differences. Box Cox transformations for eliminating heteroscedasticity. Classic tests for randomness and normality of the stochastic component. Linear filters of stationary series autocorrelation. Stationary series representation as linear filters of uncorrelated noise and Wold's theorem. Autoregressive moving average model (ARMA), conditions for the existence of causality - reversibility of stationary linear solutions. Calculating the auto-covariance function of causal stationary solutions in the general ARMA(p,q) model. Asymptotic qualities of the mean. Bartlett's theorem and asymptotic statistical inference for autocorrelations. Predicting the minimum mean squared error. Algorithms for calculating optimal linear predictions functions (Durbin-Levinson, innovations) and its applications in predicting causal stationary ARMA models solutions. Partial autocorrelation function and its estimation.

Fitting causal stationary ARMA models:

a) preliminary estimators for autoregressive AR(p) models (Yule-Walker, least squares), moving average MA(q) models (innovations, algorithm), mixed ARMA(p,q) models, (generalised Yule-Walker method), innovations algorithm),

b) maximum likelihood estimation and asymptotic inference. Diagnostic tests and criteria for choosing

ARMA models rank (FPE, AIC, BIC).

Introduction to ARIMA and SARIMA models for non-stationary time series with a unit root, Dickey - Fuller test.

Teaching and learning methods – assessment: Lectures and tutorials for exercise solving and applications of dynamic econometric models

Evaluation/scoring methods: Final written exam

Recommended bibliography:

- Zivot, Eric.Wang, Jiahui, Modeling Financial Time Series with S-PLUS, Springer Science and Business Media Inc., 2006.
- Shumway, Robert H., Stoffer, David S., Time Series Analysis and its Applications, Springer Science and Business Media LLC, 2006.
- Gilgen, Hans, Univariate Time Series in Geosciences, Springer-Verlag Berlin Heidelberg, 2006.
- Kirchgassner, Gebhard, Wolters, Jurgen, Introduction to Modern time Series Analysis, Springer-Verlag Berlin Heidelberg, 2007.
- Brockwell, P.J. and R.A. Davis (2002, 2nd Edition): Introduction to Time Series and Forecasting, Springer Verlag.
- Brockwell, P.J. and R.A. Davis (1991, 2nd Edition): Time Series: Theory and Methods, Springer Verlag.
- Cryer, J.D. and K.S. Chan (2008): Time Series Analysis with Applications in R, Springer-Verlag.

7th SEMESTER
SPECIALIZATION OPTIONS: TECHNOLOGICAL ANALYTICS

Course title:	**Project Management and Professional Practice**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: The course covers not only technical and operational aspects related to the management of project, but also issues related to strategic alignment, team formation, project organization, conflict management, change management and leadership. Overall, the course offers a balanced mix of theoretical knowledge and practical skills, designed to enhance the capabilities of individuals in various aspects of project management, thereby making them valuable assets to their organizations or enhancing their own professional development.

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

- Develop, execute, monitor and control the plan of a project with the aim of achieving specific business objectives.
- Understand the basic principles of modern project management and how the company's strategy is linked to successful project execution.
- Understand the basic principles of managing a project portfolio.
- Know all aspects of the role and responsibilities of a project manager.
- Apply financial evaluation techniques using Microsoft Excel.
- Apply risk management methodologies and create plans for various contingencies.
- Understand the importance of time, cost, and quality/performance as they relate to project management.
- Use the concepts of project management as a framework for improving the systems and processes of a business.
- Organize, manage, and lead project teams.

Prerequisites: None

Course content: This course deals with the management, organization, evaluation, planning, control and monitoring of projects. The course covers technical and operational aspects related to the scheduling of project activities, allocation of available resources, planning of cash flows and risk management, as well as organizational aspects such as strategy formulation, project team management and conflict resolution.

Agile project management techniques are also examined for projects with a high degree of uncertainty. Special emphasis is placed on project planning (e.g. defining scope, priorities, specifications, communication plan, task analysis and connection with the organizational structure) and monitoring (e.g. change management and critical performance indicators) to achieve specific business goals. The course presents all aspects for successful management of technical and non-technical projects in various business sectors, such as construction and information technology.
Teaching and learning methods – assessment: Theoretical lectures, case-studies and hands-on practice with project management tools and software
Evaluation/scoring methods: Final written exam and class exercises/assignments
Recommended bibliography: • PMI (Project Management Institute). (2017). A Guide to the Project Management Body of Knowledge (PMBOK® Guide). 6th Edition. Project Management Institute. • Kerzner, H. (2017). Project Management: A Systems Approach to Planning, Scheduling, and Control. 12th Edition. Wiley. • Schwalbe, K. (2019). Information Technology Project Management. 8th Edition. Cengage Learning. • Meredith, J. R., & Mantel, S. J. (2017). Project Management: A Managerial Approach. 9th Edition. Wiley.

Course title:	**Software Quality Assurance and Continuous Integration**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

By the end of this course, students will be able to:

- Understand the principles and practices of software quality assurance (QA) and its role in the software development lifecycle (SDLC).
- Apply various quality assurance techniques and methodologies to ensure software reliability and performance.
- Implement continuous integration (CI) processes and tools to automate the building, testing, and deployment of software applications.
- Evaluate and select appropriate testing tools and frameworks based on project requirements.

- Develop test plans and cases, and execute them effectively to identify and resolve software defects.
- Analyze the impact of QA practices on project success and software quality.

Prerequisites: None

Course content:

The course syllabus covers the following key topics:

- Introduction to Software Quality Assurance:
  - Definition and importance of software quality.
  - The role of QA in the software development lifecycle.
- Software Testing Fundamentals:
  - Types of software testing: unit testing, integration testing, system testing, acceptance testing.
  - Manual vs. automated testing.
- Testing Techniques and Strategies:
  - Black-box and white-box testing techniques.
  - Risk-based testing and exploratory testing.
- Continuous Integration and Continuous Deployment (CI/CD):
  - Overview of CI/CD principles and practices.
  - Tools for continuous integration (e.g., Jenkins, GitLab CI, Travis CI).
- Automated Testing Tools and Frameworks:
  - Introduction to popular testing frameworks (e.g., Selenium, JUnit, TestNG).
  - Writing and executing automated test scripts.
- Quality Metrics and Analysis:
  - Defining and measuring software quality metrics.
  - Analyzing test results and reporting defects.
- Best Practices in Software Quality Assurance:
  - Establishing a quality culture within software teams.
  - Continuous improvement and feedback loops.
- Case Studies and Real-World Applications:
  - Analysis of successful QA and CI implementations in the industry.
  - Group projects applying learned concepts to practical scenarios.

Teaching and learning methods – assessment: Lectures covering theoretical and practical sessions and hands-on Labs

Evaluation/scoring methods: Final written exam, Participation: Active engagement in class discussions, labs, and group activities.

Recommended bibliography:

- "Software Quality Assurance: Principles and Practice" by Nina S. Godbole.

- "Continuous Delivery: Reliable Software Releases through Build, Test, and Deployment Automation" by Jez Humble and David Farley.
- "The Art of Software Testing" by Glenford J. Myers.
- "Agile Testing: A Practical Guide for Testers and Agile Teams" by Lisa Crispin and Janet Gregory.

Course title:	**Digital Business Transformations**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

Students at the end of the course will be able to:

- Study the current digital maturity of an organization
- Identify where they can be digitized in a business
- Implement tools for a company's digital presence
- Implement tools to digitize a company's internal processes
- Develop their digital presence (e-shop and promotional tools)

Prerequisites: None

Course content: The course "Digital Transformation" aims to teach the ways we analyze, plan and implement Digital Transformation in a business. The course will include a presentation of real tools, which students will be asked to use for the preparation of their work (attending the course does not require prior knowledge of programming, it is addressed either to people who will now start studying.

The topics that will be taught are:

- Introduction to Digital Transformation and Digitalization
- Ways to study the digital maturity of a business
- Ways to study competition with digital tools
- Digital presence of a business (ecommerce strategy)
- Digital promotion of a business (search engines (SEO/ SEM/ Google Ads/ YouTube), social media (Facebook, Instagram, Tik Tok, content marketing, email marketing)
- Platforms for the internal organization of a business (ERP, CRM, WMS)

Teaching and learning methods – assessment: Lectures, case studies, presentation of digital tools, exercises for the application of tools
Evaluation/scoring methods: 50% final exam, 40% group work, 10% analysis of one case study per group
Recommended bibliography: • Rogers, D. L. (2016). The Digital Transformation Playbook: Rethink Your Business for the Digital Age. Columbia Business School Publishing. Additional readings • Westerman, G., Bonnet, D., & McAfee, A. (2014). *Leading Digital: Turning Technology into Business Transformation*. Harvard Business Review Press. • Bharadwaj, A., El Sawy, O. A., Pavlou, P. A., & Venkatraman, N. (2013). "Digital Business Strategy: Toward a Next Generation of Insights." *MIS Quarterly*, 37(2), 471-482. • Porter, M. E., & Heppelmann, J. E. (2014). "How Smart, Connected Products Are Transforming Competition." *Harvard Business Review*, 92(11), 64-88.

Course title:	**IT and Cybersecurity**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes:

By the end of this course, students will be able to:

- Understand Cybersecurity Principles: Explain key concepts in cybersecurity, including confidentiality, integrity, and availability (CIA triad).
- Identify Security Threats: Analyze various types of security threats and vulnerabilities affecting information systems and networks.
- Implement Security Measures: Develop and apply effective security measures to protect IT infrastructure, including firewalls, encryption, and access controls.
- Apply Cybersecurity Frameworks: Evaluate and utilize cybersecurity frameworks and standards, such as NIST and ISO 27001, to assess organizational security posture.
- Develop Incident Response Plans: Create and implement incident response strategies and disaster recovery plans to mitigate the impact of security breaches.

- Communicate Cybersecurity Concepts: Articulate cybersecurity concepts and best practices to both technical and non-technical stakeholders.

Prerequisites: None

Course content:

The course covers a range of essential topics, including:

1. Introduction to IT and Cybersecurity:
   - Overview of the cybersecurity landscape and its significance in the digital age.
   - Basic cybersecurity terminology and concepts.
2. Security Threats and Vulnerabilities:
   - Types of threats: malware, phishing, social engineering, insider threats.
   - Vulnerability assessment techniques and methodologies.
3. Security Technologies and Tools:
   - Firewalls, intrusion detection/prevention systems (IDPS), and antivirus software.
   - Cryptography: encryption methods and their applications in securing data.
4. Network Security:
   - Principles of securing local and wide area networks.
   - Virtual Private Networks (VPNs) and secure network architectures.
5. Cybersecurity Frameworks:
   - Overview of frameworks such as NIST Cybersecurity Framework and ISO/IEC 27001.
   - Practical application of these frameworks in organizations.
6. Incident Response and Disaster Recovery:
   - Developing incident response plans and procedures.
   - Business continuity and disaster recovery planning.
7. Compliance and Legal Issues:
   - Overview of relevant laws and regulations (e.g., GDPR, HIPAA).
   - Understanding the implications of compliance on organizational practices.
8. Case Studies and Practical Applications:
   - Real-world examples of cybersecurity breaches and lessons learned.
   - Group projects to apply theoretical knowledge to practical scenarios.

Teaching and learning methods – assessment: Lectures: Traditional instructional sessions focusing on theoretical concepts and principles in IT and cybersecurity.

Evaluation/scoring methods: Final written exam

Recommended bibliography:

- Brooks, Charles J., Christopher Grow, Philip A. Craig Jr., and Donald Short. *Cybersecurity Essentials*. 1st ed. Boston: Pearson, 2018.

Course title:	**Fundamentals of Industry 4.0**
Code number of the course:	xxx
Type of course:	Elective
Study level:	Undergraduate
Semester of study:	7th
Weekly teaching hours:	3
Number of credits awarded:	3
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: This course provides an in-depth understanding of the core principles and concepts surrounding Industry 4.0, also known as the Fourth Industrial Revolution. Industry 4.0 encompasses the integration of advanced technologies such as artificial intelligence, Internet of Things (IoT), robotics, big data, and automation into various industries. Students will explore the fundamental aspects of Industry 4.0 and its impact on manufacturing, supply chains, productivity, and overall business operations.

By the end of this course, students will be able to:

- Understand Industry 4.0 Concepts: Explain the core principles and technologies of Industry 4.0 and their impact on modern manufacturing and industry.
- Identify Key Technologies: Recognize and describe the key technologies enabling Industry 4.0, such as the Internet of Things (IoT), artificial intelligence (AI), big data analytics, and robotics.
- Analyze Industry 4.0 Applications: Evaluate case studies and real-world examples of Industry 4.0 implementations in various sectors.
- Discuss Challenges and Opportunities: Identify and articulate the challenges and opportunities associated with the adoption of Industry 4.0 technologies in organizations.
- Engage in Practical Projects: Apply theoretical knowledge through hands-on projects and simulations related to Industry 4.0 practices.

Prerequisites: None

Course content:

The course will cover the following topics:

1. Introduction to Industry 4.0:
   - Definition and historical context of Industry 4.0.
   - Overview of the Fourth Industrial Revolution.
2. Key Technologies of Industry 4.0:
   - Internet of Things (IoT): Concepts and applications.
   - Artificial Intelligence (AI) and Machine Learning (ML) in manufacturing.
   - Big Data and Data Analytics: Importance in decision-making.

- Cyber-Physical Systems and Smart Factories.

3. Automation and Robotics:
   - Role of automation in Industry 4.0.
   - Introduction to collaborative robots (cobots) and their applications.
4. Supply Chain Management in Industry 4.0:
   - Impact of Industry 4.0 on supply chain operations.
   - Smart logistics and inventory management.
5. Challenges and Risks:
   - Cybersecurity concerns in Industry 4.0 environments.
   - Workforce implications and the need for reskilling.
6. Future Trends and Innovations:
   - Emerging technologies shaping the future of Industry 4.0.
   - Sustainable practices and Industry 4.0.

Teaching and learning methods – assessment: Lectures, Case Studies workshops and Group Discussions

Evaluation/scoring methods: Final written exam and individual assignments

Recommended bibliography:

- Gilchrist, A. (2016). *Industry 4.0: The industrial internet of things* (1st ed.). Apress.

8th SEMESTER
SPECIALIZATION: TECHNOLOGICAL ANALYSIS

Course title:	**The Strategic Management of Technological Innovation**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	8th
Weekly teaching hours:	3
Number of credits awarded:	6
Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-
Intended learning outcomes: Students will learn to analyze innovation-related strategies, understand how technological changes affect businesses, and develop competencies to manage innovation in organizations.	
Prerequisites: None	
Course content: The course includes analysis and evaluation of strategies for managing technological innovations. Topics such as new product development, innovation efficiency, technology project management and strategic positioning in technology markets are addressed.	
Teaching and learning methods – assessment: The course is taught through lectures, case study analysis and participation in discussions. Students are required to apply theoretical knowledge to real examples of technology companies.	
Evaluation/scoring methods: The evaluation of students is based on the final written examination.	
Recommended bibliography: • Schilling, M.A., Strategic Management of Technological Innovation, McGraw Hill, 7th edition, 2023.	

Course title:	**Distributed Ledger Technologies (blockchain, digital currencies, crypto currencies, NFTs)**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	8th
Weekly teaching hours:	3
Number of credits awarded:	6

Language of instruction and examinations:	English
The course is offered to Erasmus students:	No
Online course page (URL):	www.
Instructor(s):	-

Intended learning outcomes: By the end of the Distributed Ledger Technologies (Blockchain, Digital Currencies, Cryptocurrencies, NFTs) course, students will be able to articulate the fundamental concepts and components of distributed ledger technologies, including blockchain, cryptocurrencies, and non-fungible tokens (NFTs). They will analyze and evaluate various cryptocurrencies and digital currencies, recognizing their functionality and implications for financial systems. Students will also identify real-world applications of these technologies across industries, while discussing the associated regulatory, security, and ethical challenges. Additionally, they will engage in practical projects to demonstrate their skills in using blockchain platforms and critically assess emerging trends in the field, preparing them for future developments in this rapidly evolving area.

Prerequisites: None

Course content:

The course will cover the following topics:

- Introduction to Distributed Ledger Technologies:
  - Overview of distributed ledger technologies and their significance.
  - History and evolution of blockchain technology.
- Blockchain Fundamentals:
  - Understanding blockchain architecture: blocks, chains, nodes, and consensus mechanisms.
  - Types of blockchain: public, private, and consortium blockchains.
- Cryptocurrencies:
  - Overview of cryptocurrencies: Bitcoin, Ethereum, and altcoins.
  - Wallets, exchanges, and the cryptocurrency ecosystem.
  - Economic implications and market dynamics of cryptocurrencies.
- Digital Currencies:
  - Difference between cryptocurrencies and digital currencies.
  - Central bank digital currencies (CBDCs) and their potential impact.
- Non-Fungible Tokens (NFTs):
  - Introduction to NFTs: characteristics and uses in digital art, gaming, and beyond.
  - Ownership, copyright, and the role of NFTs in content creation.
- Security, Risks, and Challenges:
  - Security issues and vulnerabilities in blockchain technologies.
  - Regulatory landscape and compliance challenges.
  - Ethical considerations in the use of distributed ledger technologies.
- Future Trends and Innovations:

○ Emerging trends in blockchain technology and its applications. ○ Case studies on successful implementations of blockchain in various industries.
Teaching and learning methods – assessment: • Lectures: Theoretical instruction on the principles and technologies of distributed ledger technologies. • Case Studies: Analysis of real-world examples and best practices in the implementation of blockchain and cryptocurrencies.
Evaluation/scoring methods: Final written exam and regular assignments focused on specific topics related to blockchain, cryptocurrencies, and NFTs.
Recommended bibliography: • Drescher, D. (2017). Blockchain basics: A non-technical introduction in 25 steps (1st ed.). Apress. • Lewis, A. (2018). The basics of bitcoins and blockchains. Wiley.

Course title:	**Internship related to Technology and Systems**
Code number of the course:	xxx
Type of course:	Compulsory
Study level:	Undergraduate
Semester of study:	8th
Number of credits awarded:	18
Intended learning outcomes: Upon completion of this course, students will: • Recognize and understand the importance of professionalism and good behavior at work • Select the business sectors and types of companies / positions that they would be interested in continuing their professional career • Distinguish the difference between theory, as this has been taught in the lectures and the practice, as applied by companies today • Analyze the impact of external and internal factors on the performance of the organizations they were employed in • Apply theories and models taught in the courses to some of the best businesses and organizations in Greece and abroad • Propose well-argued and grounded actions to improve the performance of the organizations they have worked for	
Prerequisites: There are no formal prerequisites for this course	
Teaching and learning methods – assessment: Class lectures and employment at an organisation.	
Evaluation/scoring methods: Final written assignment.	

C. PART THREE:
GENERAL INFORMATION FOR STUDENTS

C1. Student Club

The operation, organization, and administration of Student Clubs at universities are governed by Presidential Decree 387/83 and Law 1404/83. The main goal of these clubs is to improve students' living conditions, provide entertainment, and promote their social and intellectual development through various socialization initiatives.

To achieve this goal, the Student Club ensures the availability of essential facilities for students, including accommodation, food, and sports. It operates a restaurant, canteen, reading room, and library. Additionally, it organizes lectures, concerts, theatrical performances, and excursions both in Greece and abroad. The Student Club also fosters international student relations, offers courses in foreign languages, computer skills, and Modern Greek as a foreign language for international and expatriate students, and provides other necessary support services.

Detailed information on: a) food and accommodation, b) foreign language courses, c) sports and cultural activities and d) allowances and scholarships can be found on the website of the Student Club (https://lesxi.aueb.gr/en).

C2. Electronic Services

The **AUEB** offers a wide range of electronic services that support both academic activities and student care. Many of these procedures are carried out through university applications or systems provided by the Ministry of Education, Religious Affairs, and Sports. Access to these services is granted using a single set of credentials (username and password). The key services are outlined below:

- **Electronic Mail (e-mail):** All students are provided with an **AUEB** email account in the format "username@aueb.gr." Access is granted using their academic credentials. Detailed instructions can be found at: Webmail Manual.
- **Student Registry (e-Secretariat):** The "e-Secretariat" is an online information system through which students can access services provided by the Secretariat of their department.
- **e-Learning Platform (eCLASS):** The Open eClass platform is an integrated e-course management system designed to support asynchronous distance learning. Instructions for its use are available here: eCLASS Manual.
- **Wireless Network (WiFi):** Students can access **AUEB**'s wireless network across the campus using their personal login credentials. More information is provided in the WiFi guidelines (https://www.aueb.gr/en/content/wi-fi-connection).
- **Virtual Private Network (VPN):** To access services such as the **AUEB** library's books and journal resources remotely, students can connect to the university's VPN service. Instructions can be found at: https://www.aueb.gr/en/content/vpn-service.
- **"EUDOXUS" Textbook Platform:** Students can use their credentials to access the "Eudoxus" system, which manages the selection and distribution of course textbooks. Through this system, students choose their textbooks and receive information on where and when to pick them up. You can access "Eudoxus" through the following link: https://grnet.gr/en/eudoxus/

- **Communication with the AUEB Community:** The **AUEB**'s official social media channels provide updates on university news and events. Access them here: AUEB Social Media. The "**AUEB** Cast" features webcasts and podcasts covering topics like entrepreneurship, innovation, technology, and social responsibility. You can access the content here: AUEB Cast. For a virtual experience, **AUEB** offers a "3D Virtual Walkthrough Application," providing a unique tour of the campus, accessible here: Virtual Walkthrough (https://www.aueb.gr/en/content/facilities) **AUEB** also publishes its newspaper, "AUEB News", with content on contemporary and interesting topics. It can be found at: AUEB News.
- **Application "myAUEB":** The "myAUEB" app connects students to university and external information systems. It provides digital communication with the Secretariat, access to e-class, e-Secretariat, and **AUEB**'s social media. Learn more at: myAUEB.

C3. Medical Services, Insurance/Healthcare

Undergraduate and postgraduate students, as well as PhD candidates at the University who do not have any other medical and hospital coverage, are entitled to full medical and hospital care through the National Health System (E.S.Y.). The relevant expenses are covered by the National Organization for the Provision of Health Services (E.O.P.Y.Y.).

Additionally, the University operates a Mental Health Counseling service, where students can receive support from a doctor specialized in psychodynamic treatment for mental health issues. More information about this service can be found at Mental Health Counseling Service. Further details regarding medical services are available on the University's website at Medical Services (https://www.aueb.gr/en/content/health-care).

C4. Services for Students with Special Needs

The **AUEB** is committed to facilitating access for students with special needs by designing and implementing adaptations to the environment to ensure accessibility to university premises. Specifically, the main building is equipped with specially designed lifts, ramps, and elevators. Additionally, there are special exam regulations in place for students with special needs.

The **AUEB** has established a Committee for Equal Access for individuals with disabilities and those with special educational needs. This committee serves as an advisory body, tasked with making recommendations to relevant authorities for formulating and implementing policies that promote equal access for people with disabilities and special educational needs.

Furthermore, the University provides a special vehicle to meet the daily transportation needs of students facing mobility challenges. This vehicle will transport students from their residences to **AUEB**'s facilities, enabling them to attend lectures in person, just like their peers. This pioneering initiative is expected to be available starting from the new academic year, in September 2024.

In addition, through the **AUEB** Library's services, students with print disabilities are given electronic access to the recommended Greek bibliography for the courses offered at the University. In this regard, the Hellenic Academic Libraries Link (S.E.A.B.) has developed a multimodal electronic library called AMELib

(https://amelib.seab.gr/node/83?lang=en). More information can be found at **AUEB** https://www.aueb.gr/en/lib/content/users-additional-needs.

C5. Professor-Advisor or Student Advisor

In each department of the Athens University of Economics and Business, a Professor-Advisor is appointed by the Department Assembly. The primary responsibility of the Professor-Advisor is to guide and advise students regarding their studies.

Professor-Advisors, who may be faculty members or members of the Laboratory Teaching Staff (EDIP), hold regular office hours for students. These hours are announced outside the Professor-Advisor's office, allowing students to seek assistance and advice related to their educational process.

C6. Study rooms - Reading rooms - Libraries

The **AUEB** features a Library and an Information Center (LIC) located in the main building, serving all members of the university community. The LIC is a participant in the Hellenic Academic Libraries Link (Heal-LINK) and the Economic Libraries Cooperation Network (H.E.L.I.). Additionally, there are three Documentation Centers (KET, OECD, WCO).

The Library and Information Center plays a crucial role in meeting the scientific information needs of the university community while supporting teaching and research activities. It provides access to the following resources:

- A printed collection of books and scientific journals.
- Textbooks used in courses.
- A collection of electronic scientific journals and books.
- Postgraduate theses and doctoral dissertations produced at **AUEB**, submitted in digital format to the institutional repository PYXIDA.
- Sector studies.
- Statistical series from national and international organizations.
- Audiovisual material.
- Information materials, such as encyclopedias and dictionaries.
- Databases covering subjects cultivated by the University.
- Printed collections from other academic libraries.

The Library lends all printed materials to its members, with the exception of periodicals and statistical series, in accordance with its internal operating regulations. The **AUEB** LIC also includes a reading room, computer workstations for visitors, photocopiers, and printing machines. Furthermore, it offers interlibrary loan services

for books and journal articles from other academic libraries that are part of the networks it participates in. For more information, you can visit the Library's website at **AUEB** Library (https://www.aueb.gr/en/library).

C7. Student Support Unit

The Student Support Unit operates the following offices:

- **Internship and Interconnection Office**: This office is designed to assist both undergraduate and postgraduate students and graduates of the institution in finding internships and establishing connections with potential employers.
- **Support for Foreign Students and Mobility Office**: This office provides support for foreign students enrolled in first, second, and third cycle study programs, as well as for students interested in participating in mobility programs.

C8. Technology Transfer and Innovation Unit

The Technology Transfer and Innovation Unit, also known as the "Center for Entrepreneurship, Innovation and Technology Transfer" (ACEIN), encompasses the following components: (a) **Technology Transfer Office** and (b) **Incubator**

The primary objective of this unit is to enhance the university's research capabilities, foster connections with industry, facilitate the transfer of knowledge to society, and promote the entrepreneurial spirit within the academic community. The general responsibilities of the unit concerning the university's students include:

- Training students in technology transfer, entrepreneurship, and the development of research results for commercial exploitation.
- Providing specialized advisory services to students on matters related to the unit's responsibilities.
- Developing students' entrepreneurial skills through competitions, specialized seminars, summer schools focused on entrepreneurship, and other initiatives.
- Supporting the creation of business groups and the establishment and development of start-ups founded by students or graduates of **AUEB**. This includes assisting these start-ups in taking advantage of emerging business opportunities and facilitating their inclusion in the National Register of Start-ups of the respective Societe Anonyme (SA).

C9. Student Associations

Various student organizations and associations are active and thriving within the university community of the **AUEB**. For more information, you can visit the following link: https://www.aueb.gr/en/content/student-clubs.

C10. Alumni Network

Maintaining a long-standing tradition of fostering top executives in the economic, social, and political life of the country, the **AUEB** takes pride in the fact that thousands of its graduates hold prominent positions in universities both in Greece and abroad, as well as in international research institutes, organizations, and large public and private sector companies.

Recognizing the importance of developing and strengthening ties with its alumni, **AUEB** has established its Alumni Network, accessible through the platform Alumni Network (https://alumni.aueb.gr/en), where all graduates of the University can register. The main objectives of this network are to reconnect graduates with their colleagues and former classmates, and to keep them continually informed about activities, services, and events that are relevant to them.

Additional information on Alumni Organizations and Associations can be found on the website: https://www.aueb.gr/en/content/alumni.

C11. Volunteering Program

As part of the **AUEB**'s strategy for social contribution, the "AUEB Volunteers" Volunteering Program was launched. The aim of this program is to foster a culture of volunteering, recognizing it as an important learning experience and a responsibility of every conscientious citizen.

The goals of the "AUEB Volunteers" program are pursued through: (a) Voluntary actions, both in collaboration with non-governmental organizations (NGOs) and independently; (b) Information and awareness campaigns focused on volunteering, civil society, and specific social issues; (c) Initiatives aimed at improving the University's infrastructure and services. For more information, you can visit the program's website at AUEB Volunteers.

C12. Quality Assurance Unit

The **AUEB** implements a quality assurance policy aimed at the continuous improvement of its study programs, research activities, and administrative services, with the goal of enhancing its academic and administrative performance as well as its overall operation.

The university operates a Quality Assurance Unit (MODIP), which coordinates and supports the evaluation processes. Specifically, the quality assurance of educational activities is achieved through the use of questionnaires that assess: a) The courses and teaching of undergraduate and postgraduate programs; b) The educational laboratories of the institution; c) The research conducted by graduates of undergraduate programs; d) The research of first-year students, which is completed by students. For more information, you can visit the Quality Assurance Unit's website at https://www.aueb.gr/en/modip.

C13. Centre for Training and Lifelong Learning

The Center for Training and Lifelong Learning (KEDIVIM/AUEB) is a unit of the **AUEB** that ensures coordination and interdisciplinary collaboration in the development of training, continuing education, and lifelong learning programs. These programs are designed to complement, modernize, and upgrade the knowledge, competencies, and skills acquired through formal education, vocational education, initial vocational training systems, or work experience. The center aims to facilitate integration or reintegration into the labor market, promote job security, and support professional and personal development. For more information, you can visit the KEDIVIM website at https://www.aueb.gr/en/content/kedivim-opa.

C14. Submission of Complaints and Objections

To continuously improve the quality of the educational and administrative services offered by the University, a procedure for managing student complaints and objections is in place to ensure their prompt and comprehensive processing, prioritizing efficiency and confidentiality. You can find the form for submitting complaints and appeals at the following link: https://www.aueb.gr/en/complaints-form.

C15. Gender Equality

The promotion of gender equality at all levels of operation and across all aspects of the **AUEB**'s academic life is a significant aspect of the University's social responsibility. The **AUEB**'s initiatives and structures for gender equality aim to inform and raise awareness within its academic community about the critical importance of this issue and to fully integrate gender equality into the University's operations. Through these initiatives, the **AUEB** seeks to establish a robust culture of equality within the institution. For more information, you can visit the Gender Equality page at (https://isotita.aueb.gr/).

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