ΟΙΚΟΝΟΜΙΚΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΑΘΗΝΩΝ

ATHENS UNIVERSITY
OF ECONOMICS
AND BUSINESS

SCHOOL OF BUSINESS

DEPARTMENT OF MARKETING& COMMUNICATION AND
DEPARTMENT OF MANAGEMENT SCIENCE& TECHNOLOGY

ΣΧΟΛΗ
ΔΙΟΙΚΗΣΗΣ
ΕΠΙΧΕΙΡΗΣΕΩΝ
SCHOOL OF
BUSINESS

ΔΙΑΤΜΗΜΑΤΙΚΟ ΜΕΤΑΠΤΥΧΙΑΚΟ
ΔΙΟΙΚΗΣΗ ΑΝΘΡΩΠΙΝΟΥ ΔΥΝΑΜΙΚΟΥ
MSc IN HUMAN RESOURCE MANAGEMENT

STUDY GUIDE

ATHENS, SEPTEMBER 2022

STUDY GUIDE

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

PART ONE: INFORMATION ABOUT THE INSTITUTION

CONTACT DETAILS (Name & Address)

ATHENS UNIVERSITY OF ECONOMICS AND BUSINESS (AUEB)

Address:76, Patission Str. GR-10434, Athens

Telephone number: +30-210-8203911

Website: https://www.aueb.gr

e-mail: webmaster@aueb.gr

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

Twitter: https://twitter.com/aueb

ACADEMIC AUTHORITIES

The rectorate authorities consist of the Rector and the Vice Rectors:

Rector:

Professor Dimitris Bourantonis

Vice Rectors:

Vice Rector of Academic Affairs and Personnel
Professor Vasilios Vasdekis

Vice Rector of Research and Lifelong Learning
Associate Professor Georgios Lekakos

Vice Rector of Financial Planning and Infrastructure
Professor Konstantinos Drakos

Vice Rector of International Cooperation and Development
Professor Vasilios Papadakis

SCHOOL OF BUSINESS

Dean of the School: Professor Angeliki Poulymenakou

DEPARTMENT OF MARKETING AND COMMUNICATIONS ANDDEPARTMENT OF MANAGEMENT SCIENCE AND TECHNOLOGY

Chairs: Professor Konstantinos Intounas and Professor Eirini Voudouri (respectively)

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

Director, Professor Maria Vakola

CONTACT INFORMATION

Address: 47A Evelpidon Str. & 33 Lefkados Str., 11362 Athens, Office 212

Contact: +30-210-8203876-8

Email: hrmsc_secr@aueb.gr

Website: www.hrm.aueb.gr

ACADEMIC CALENDAR

Re-sit exam period September- October 2022

Start of Exams: Monday, August 29, 2022
End of Exams: Friday, September 30, 2022
Grades announcement: until Monday, October 31, 2022

FALL SEMESTER

Classes begin: Monday, October 3, 2022
Break before Christmas Holidays: Friday, December 23, 2022
Classes restart: Monday, January 9, 2023
Classes end: Friday, January 13, 2023

Exam period January-February 2023

Start of Exams: Monday, January 16, 2023
End of Exams: Friday, February 10, 2023
Grades announcement: until Monday, March 13, 2023

Holidays

October 28 Holiday - The Anniversary of the “No”, Friday, October 28, 2022
The Anniversary of Polytechneio, Thursday, November 17, 2022
Epiphany, Friday,January 6, 2023
Trion Ierarchon, Monday January 30, 2023

SPRING SEMESTER

Classes begin: Monday, February 13, 2023
Break before Easter Holidays: Friday, April 7, 2023
Classes restart: Monday, April 24, 2023
Classes end: Friday, May 26, 2023

Exam period June 2023

Start of Exams: Monday, May 29, 2023
End of Exams: Friday, June 23, 2023
Grades announcement: until Monday, July 24, 2023

Holidays

Clean Monday, Monday, March 27, 2023
1st of May (Protomagia), Monday, May 1, 2023
Pentecost Monday, Monday, June 21, 2023

AUEB’s OPERATIONAL STRUCTURE

The structure and operation of the Institution is defined by current legislation as in force. The Athens University of Economics and Business is under the supervision of the Ministry of Education, Research and Religious Affairs. Its governing bodies include:

The Governing Council
The Senate
The Rector

The Vice-Rectors
The Executive Director

Until the Governing Council assumes its duties, administration is exercised by the University's Rector's Council

AUEB's ACADEMIC STRUCTURE

The Athens University of Economics and Business is structured by academic units of two (2) levels: a) the Schools, and b) the Departments

Each School is structured by at least two (2) Departments, covers a domain of related scientific areas, and ensures the interdisciplinary approach to teaching and research between its departments. The School is responsible for supervising and coordinating the operation of the Departments and the educational and research work produced, in accordance with the Internal Operating Regulations.
The bodies of the School, according to Law 4957/2022 (A 141) as applicable are: a) the Dean and b) the Dean's Council

The Department is the University's fundamental academic unit and aims to advance a specific field of science, technology, letters and arts through education and research. The Department consists of all the members of the Teaching & Research Staff (DEP), the members of the Special Education Staff (EEP), the members of the Laboratory Teaching Staff (EDIP) and the members of the Special Technical Laboratory Staff (ETEP).

Bodies of the Department according to Law 4957/2022 (A 141) as applicable are: a) the Assembly, b) the Board of Directors, c) the Head/Chair and d) the Deputy Head/Chair.

The Athens University of Economics and Business consists of three Schools & eight Departments:

1. **SCHOOL OF ECONOMIC SCIENCES**

   Department of International and European Economic Studies

   Department of Economics.

2. **SCHOOL OF BUSINESS**

   Department of Management Science and Technology

   Department of Business Administration

   Department of Accounting and Finance

   Department of Marketing and Communication.

3. **SCHOOL OF INFORMATION SCIENCE AND TECHNOLOGY**

   Department of Informatics
   Department of Statistics

ADMINISTRATIVE BODIES OF POSTGRADUATE STUDY PROGRAMS

Competent bodies for the organization and operation of the Postgraduate Study Programs are:
a) the Senate,
b) the Assembly of the Department,
c) the Coordinating Committee (CC), and
d) the Director of the Postgraduate Program.

Especially for inter-departmental, inter-institutional and joint programs, the responsibilities of the Department's Assembly are exercised by the Curriculum Committee

UNIVERSITY STAFF

The University staff consists of the following categories:

- TEACHING STAFF:

- Teaching & Research Staff (DEP)
- Emeritus Professors
- Visiting Professors
- Special Education Staff (E.E.P.)
- Laboratory Teaching Staff (E.DI.P.)
- Special Technical Laboratory Staff (E.T.E.P.)
- Auxiliary Teaching Staff
- Teaching Fellows
- Scientific Faculty Members
- Adjunct Instructors
- Secondet Teachers

SERVICES

The Athens University of Economics and Business provides both administrative and other services (meals, housing, library, sport facilities etc.) aiming at serving both its students and staff. More information on the organization and operation of the University's services can be found on the University΄s website (http://www.aueb.gr/en).

GENERAL DESCRIPTION OF THE UNIVERSITY

The Athens University of Economics and Business (AUEB), as a Higher Educational Institution, is a legal entity governed by public law and supervised by the Ministry of Education, Research and Religious Affairs.

AUEB is, in order of seniority, the third Higher Education Institution of the country and the first in the fields of Economics and Business Administration. Later, the scientific fields of Informatics and Statistics were added. Since its founding, in 1920, AUEB has a rich and noteworthy tradition of significant academic achievements that define the present and create excellent prospects for the future.

The University as a center of excellence, in academic research and teaching, is rated as one of the leading universities in its subject areas in Greece and one of the best internationally. The high level of its staff, the quality in teaching and research, the modern curriculum/courses, but also the high demand of its graduates significantly enhance the University's brand name and reputation, in Greece and abroad.

Detailed information on the study programs is provided in the study guides and departmental websites.

LIST OF DEGREE PROGRAMMES

Athens University of Economics and Business offers the following Degrees and streams:

A/A	DEPARTMENTS	SPECIALIZATIONS
1.	International and European Economic Studies	1. International Economics and Finance 2. International and European Political Economy
2.	Economics	1. Economic Theory and Policy 2. Business Economics and Finance 3. International and European Economics
3.	Management Science and Technology	1. Operations Research and Business Analytics 2. Operations and Supply Chain Management 3. Software and Data Analysis Technologies 4. Information Systems and Electronic Business 5. Strategy, Entrepreneurship and Human Resources

4.	Business Administration	1. Business Administration 2. Information Systems Management 3. Accounting and Financial Management 4. Marketing
5.	Accounting and Finance	1. Accounting 2. Finance
6.	Marketing and Communication	1. International Management, Innovation and Entrepreneurship 2. Human Resource Management 3. Business Analytics 4. Digital Marketing
7.	Informatics	1. Theoretical Computer Science 2. Computer Systems and Networks 3. Information Systems and Information Security 4. Databases and Knowledge Management 5. Operational Research and Economics of Information Technology 6. Computational Mathematics and Scientific Calculations
8.	Statistics	No specializations are offered

Detailed information about programs and curriculum is provided in each department’s study guide and website.

ADMISSION/REGISTRATION PROCEDURE

Chief Regulations of the University (including academic recognition procedures)

The regulations include, for example:

- The University's Internal Operating Regulations
- The Organization of Administrative Services
- The Regulations for the Operation of Postgraduate and Doctoral Study Programs
- The Internal Regulation for conducting postdoctoral research

AUEB’S ECTS COORDINATOR

The University's ECTS Coordinator is the Quality Assurance Chairperson, who ensures the University’s compliance with the principles and rules of the European credit accumulation and transfer systems, supervises compliance and implementation and is responsible for the full recognition and transfer of credit units.

PART TWO: INFORMATION ON POST GRADUATE PROGRAMME OF MASTER OF SCIENCE IN HRM-AUEB

A. GENERAL DESCRIPTION

The Interdepartmental Programme of Postgraduate studies in Human Resource Management was founded in 2003, on the initiative of Prof.Nancy Papalexandris and Prof.Dimitris Bourantas, from the departments of Marketing and Communicatioan and Management Science and Technology. It is the first program in its field that is offered by a Greek University. In 2018 the Program was reestablished and it operates in two sections: Full time (for young graduates who are not working) and Part time (for employees).

Awarded academic title

Postgraduate Diploma in Human Resource Management

Admission requirements

- **Full time**

  Undergraduate degree

  GMAT score (not required)

  Very good knowledge of English language (C1)

  Other Master Degrees (not required)

  Work experience (not required)

  Recommendation letters

  Interview

- **Part time**

  Undergraduate degree

  Work experience (at least 2 years after graduation)

  Very good knowledge of English language (C1)

  Other Master Degrees (not required)

  Recommendation letters

  Interview

Educational and professional goals

The scope of the Program is to develop the theoretical and cognitive background of the participating students, most of whom already hold managerial positions, in the strategic and developmental roles of HRM, so that they can cope effectively with HR challenges.

The Program aims at providing participants with the basic methods and tools which are useful in order to face complex HR issues to assess current trends and new approaches.

The Program’s main objective is to develop competencies in handling the different HR functions and systems, as well as leadership and strategic abilities, which are necessary to both HRM managers and executives in various organizational functions who are expected to participate in HR decisions.

Specifically:

- To develop the conceptual and theoretical background of the participants so as dealing successfully with administrative and strategic - developmental roles of HRM.
- To provide participants with the fundamental methodologies and tools that are useful to deal with the complex issues of HRM and to evaluate various trends and contemporary approaches in science and research and in the professional field as well.
- To develop special skills to handle functions and systems of HRM (recruitment, evaluation, training, development, change management etc.).
- To develop the leadership skills of the participants.
- To develop skills of perception of the external environment that are necessary for the strategic alignment of HRM with the overall organizational and administrative development of the organization.

Access to further studies

The level of qualification of the Postgraduate Tile (2nd cycle) is Level 7 (in accordance to the Hellenic and European Qualification Framework). After its completion it provides you the access to doctoral studies (3rd cycle).

Course structure diagram with credits

1	Strategic and International HRM	6
2	Research Methodology and Quantitative Methods	6
3	Organisational Psychology and Behaviour	6
4	Industrial Relations/ Negotiations and Labor Law	6
5	HR Planning and Talent Management	3
6	Change Management and Quality Management	5
7	Diversity Management and Internal Consulting	3
8	Employee Selection and Recruitment	3
9	Training and Development	3
10	Communication and Crisis management	3
11	Business ethics and Corporate Social Responsibility	3
12	Performance Management	3
13	HR Information Systems (lab course)	2
14	Rewards Policies and Management	3
15	SPSS Lab & HR analytics	2
16	HR Metrics and Outsourcing	3
17	Dissertation or 4 extra courses (for part time program, A-D)	15
A	HRM & Quality Management	3,5
B	Entrepreneurship	3,5
C	Special Topics in HRM-OB	4
D	HRM in action	4

Final examination and assessment regulations

- The final evaluation of each course is done either by written or oral exams and / or assignments.
- The configuration of the final grade of each course is determined by the respective teachers.
- Individual and group assignments of students can form the final grade.
- Participation in the exams on the specific date announced is mandatory.

- The rating scale is set from zero (0) to ten (10), with grades of the whole or half unit. Leading points are the 5 and the highest.
- In case a student does not attend the specific examination date of a course, in the predetermined examination period, he / she loses the examination period and can be examined only in the September examination period.

Scientific events

The MSc in HRM is distinguished for its dynamic presence in both academia and business. Through a series of scientific events and other activities, it offers a valuable offer of knowledge in the field of HRM in Greece. An international Conference is organized that aims to inform the professionals of HRM about the current trends in the field of HR, Organizational Psychology and Behavior with the participation of internationally renowned academics and Greek academics and professionals of HRM. There are also regular events in collaboration with the Alumni Association (HR Society). Since 2017, the “Business Days” event has been established, during which executives share their valuable work experiences from the field of HRM with the students of the Program. In 2020, Webinars started as part of the V-Business Days (Virtual Business Days) with online events (participation of executives and / or graduates from the field of DAD).

Internship

Students have the opportunity to carry out an internship program, lasting three (3) months, in HRM departments of companies / organizations of the private or public sector. The practice is not mandatory and does not have ECTS.

Research activities

All the tutors of the Program are very active in research, both locally and internationally, publishing their scientific papers in international scientific journals and presenting them in international conferences, on topics related to HRM and other related scientific subjects (eg Organizational Behavior, Organizational Psychology, Communication, etc.).
The MSc in HRM has two research laboratories: the HRM Laboratory and the Organizational Behavior and Leadership laboratory. The laboratories are staffed by a number of postgraduate students, PhD candidates and researchers, who carry out their research under the supervision of members of the Teaching/ Research Staff.

Distinctions

In October 2008 the MSc received the award "Committed to Excellence" from the European Quality Competition EFQM (European Foundation for Quality Management). It was the first educational unit of a Public University in Greece that was distinguished at the 1st level, "Committed to Excellence".
In October 2015, it and won the "Recognized for Excellence, 3-star" distinction.
The MSc in HRM has also received major awards in the annual evaluation of the Eduniversal International. The Eduniversal Ranking ranks Postgraduate Programs based on the views of professionals and graduate students of the programs. Criteria that are taken into account: the reputation of the Program, career prospects and the degree of satisfaction of graduates. In 2019, it took 10th place among all the corresponding programs in Western Europe.

B. DESCRIPTION OF COURSE UNITS

		Full time/ Part time		
	Course description	**Period**	**Dates**	**ECTS**
1	**Strategic and International HRM** ➢ **Name of lecturer/s:** Leda Panayotopoulou, Alexandros Papalexandris (full time program) and Tsachouridi Eirini, Roumpi Dorothea, Alexandros Papalexandris (part time program) ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** This course aims at presenting the theoretical framework of Strategy design and implementation; of Strategic HRM and of International HRM. After the completion of the course, participants will be able to understand and interpret: • The importance and the role of the HR function in a modern organization. • Current trends in HRM. • The importance of strategic fit for an organization. • The role of HRM in an international firm. • The importance of a well-designed and executed strategy for the organization and for HRM. • Ways and tools for analyzing the external and internal environment of an organization, and their importance for designing an effective strategy. • The importance and the means of achieving competitive advantage. • How to design, evaluate and implement a strategy for the organization as a whole and for the HR division. ➢ **Prerequisites** There are no prerequisites for this course ➢ **Course contents (Syllabus)** The course consists of two main parts: Part A - Strategy, Part B - Human Resources Management Part A - Strategy 1. WHAT IS A STRATEGY: Introduction to the concepts of strategy, vision, mission, strategic planning and their importance for organizations. 2. INTRODUCTORY CONCEPTS: Different levels of management, the organizational chart, stakeholders, SWOT analysis, value chain analysis, benchmarking and outsourcing. 3. EXTERNAL ENVIRONMENTAL ANALYSIS: Macro-environment, micro-environment, Porter analysis, market life cycle and hyper-competition. 4. INTERNAL ENVIRONMENT ANALYSIS: What adds value to businesses, resources and competencies, when competencies become rigid, strategic drift. 5. COMPETITIVE ADVANTAGE STRATEGY: What is competitive advantage, cost leadership and differentiation, hybrid strategy, blue ocean strategy, strategy formulation, implementation and evaluation.	1st period	October-December	6

Part B – Human Resources Management

6. WHAT IS HRM: The HRM function in the modern organization, the development of the HR profession, the role of the HR department and its interaction with the external organizational environment.
7. STRETEGIC HRM: Relation between HRM and strategy – Strategic fit of HRM – The link between HRM and organizational performance – HRM models.
8. INTERNATIONAL HRM: Phases of development of the international organization and factors affecting its effectiveness. Differences between local and international HRM. Strategic fit in international HRM. Types of international managers and international HRM practices.

- **Recommended reading**

Below one can find optional bibliography, also the electronic platform of the course provides rich educational material and related articles:

Part A - Strategy

- Grant, R. M. (2013). Contemporary Strategy Analysis: Text only (8th ed.). Barcelona, Spain: John Wiley & Sons
- Johnson, G., Scholes, K. and Whittington, R. (2008) Exploring Corporate Strategy, 8th Edition, Pearson
- Παπαδάκης Β. (2012) Στρατηγική των Επιχειρήσεων: Ελληνική και Διεθνής Εμπειρία, Τόμος Α’ Θεωρία, 6η έκδοση, Εκδόσεις Μπένου

Part B – Human Resources Management

- Storey, J., Ulrich, D., & Wright, P. M. (2019). Strategic human resource management: A research overview. Routledge, London.
- Dowling, P.J., Festing, M. and Engle, Sr. A.D. (2017) International Human Resource Management, 7th Edition, Cengage Learning.
- Χυτήρης, Λ. (2018) Διοίκηση Ανθρώπινων Πόρων. Εκδόσεις Μπένου, Αθήνα.

- **Teaching methods**

Case studies and examples from practice will be employed to acquaint students with the concepts of strategy and HRM, and specific tools will be presented, analyzed and applied so as to develop their strategic skills in these fields. Furthermore, through class presentations and group discussions, students will sharpen their report writing and presentation skills and will develop their problem solving and decision making capabilities in the abovementioned fields.

- **Assessment methods**

The course grade will be based on the following:

- Group project (accounting for 30% of the total course grade)
- Final Exam (accounting for 70% of the total course grade)

2	**Research Methodology and Quantitative Methods (full time program)** **Lecturers:** Marina Psiloutsikou & Ioannis Chalikias ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** **On completion of this module, students should be able to:** • Understand the basic concepts of research methodology • Understand the practical issues and details of all the phases / steps involved in the research process • Understand key concepts for quantifying and managing information in business and management problems • Perform computer-aided data analysis using MS Excel, SPSS or relevant statistical software • Analyze data skillfully in the context of assignments and business applications. • Understand the basic and some more advanced quantitative techniques • Understand how quantitative methods are used to describe the relationship between variables in business problems and how the dependent variable is distinguished from the independent variables • Analyze the computer output and interpret the results ➢ **Prerequisites:**There are no prerequisites ➢ **Course contents (Syllabus)** Introduction to research methodology (problem definition, theoretical framework, hypotheses development, etc.), quantitative data, scales of measurement, tables, graphs. Frequency distributions, central values, dispersion, skewness. Introduction to probabilities, probability distributions, sampling distributions. Test of hypotheses. Test of independence. Analysis of variance. Simple correlation and regression analysis. Proposal and report writing. Case studies. ➢ **Recommended reading** Chalikias, I., Statistics: Quantitative Methods in Business Decisions (in Greek), 4rd Edition, Rosili, 2017. Berenson, Levine, Szabat & Stephan, Basic Business Statistics: Concepts and Applications, 14th Edition, Prentice Hall, 2020. Ticehurst, G.W. and Veal, A.J., Business Research Methods: A managerial Approach, Longman, Australia, 2000 Sekaran, U., Research Methods for Business: A Skill Building Approach, J. Wiley and Sons, N.Y., 2003. ➢ **Teaching methods** Three hour in class (or on-line) weekly lectures and PC Labs in SPSS ➢ **Assessment methods:** 100% final examination	1st period	October-December	6
	Research Methodology and Quantitative Methods (part time program) ➢ **Name of lecturer:** Marina Psiloutsikou ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** Upon completion of the course, students will have achieved the following learning outcomes and competences: • **Information Literacy**: Students will know how to search for and identify proper information sources -academic and otherwise-, evaluate and use them effectively to address the research challenges they encounter.	1st period	October-December	6

- **Critical/Research Thinking**: They will know how to form a managerial problem in terms of research questions and hypotheses using theory, how to ask the right questions and interpret research findings connecting them with specific managerial implications and decisions.
- **Primary Research**: They will be able to design a primary research (qualitative or quantitative) themselves and/or brief in detail professional researchers. They will have the necessary knowledge and skills to understand and evaluate the final outcome.
- **Writing/ Public Presentation**: They will know how academic writing differs from journalistic and managerial writing to understand various sources and/or adjust their own writing and oral presentations to different audiences.

➢ **Prerequisites:** There is none.

➢ **Course contents (Syllabus)**

Introduction to academic research and research thinking.
Definition of research question and hypotheses. Writing a research proposal.
Secondary research and literature review.
Primary Research.
    Qualitative Methods. In depth interviews and focus groups.
    Quantitative Methods. Experiment design and Survey. Measurement- operationalization of variables, questionnaire design and coding, sampling.
    Observation Methods.
Statistical Analysis.
    Descriptive statistics.
    Hypotheses testing.
    Predictive models.
Writing and presenting research results.
Research ethics.

➢ **Recommended reading**

Brancatti, D. (Υπό έκδοση), Έρευνα στις Κοινωνικές Επιστήμες: Προσεγγίσεις Ποιοτικών, Ποσοτικών και Μεικτών Μεθόδων.
Σιώμκος Γ.Ι., Μαύρος, Δ. (2018), Έρευνα & Μετρικές Μάρκετινγκ, Αθήνα: Εκδόσεις Broken Hill

Σταθακόπουλος Β. (2005). *Μέθοδοι Έρευνας Αγοράς*, Εκδόσεις Σταμούλη

Berenson, L. M., Levine, M. D., Szabat, A. K., (2018), Βασικές Αρχές Στατιστικής για Επιχειρήσεις-Έννοιες και Εφαρμογές, Αθήνα: Εκδόσεις Broken Hill,

Cozby, P.C., Bates, S.C., (2017), Methods in Behavioral Research, London, UK: McGraw Hill Education, 13th edition

Creswell J. W., Creswellm D., (2019), Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, London, UK: SAGE Publications, Inc; Fifth edition

Field, A., (2016), Η διερεύνηση της στατιστικής με τη χρήση του SPPS της IBM, Αθήνα: Εκδόσεις Προπομπός

George D., and P. Mallery, “IBM SPSS Statistics 23 Step by Step: A Simple Guide and Reference”, Routledge, 2016

Huff D., and I. Geis, “How to lie with statistics”, Reissue edition, W. W. Norton & Company, 1993

	Leavy, P., (2017), Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches, New York, NY: The Guilford Press ➢ **Teaching methods** Lectures Classroom exercises and case studies. Homework exercises. Group project. ➢ **Assessment methods** Written exams Group project			
3	**Organisational Psychology and Behaviour (full time program)** ➢ **Lecturers**: Nikandrou Irene, Tsachouridi Irene ➢ **Course unit description** The course has been designed to help students better understand employees' behaviors and the main issues related to their successful management. The course aims to help students become effective HR specialists. Organizational Behavior is the scientific domain that investigates the impact individuals, groups and structure have on employee behavior and it applies this knowledge to make the organizations more effective. In particular, the following topics will be examined: social perception, personality and individual traits, emotional intelligence, work attitudes, motivation, leadership, teams, and contemporary issues on employee management such as engagement, job crafting, high quality connections, organizational virtuousness and positive organizational scholarship and more. ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** After successfully completing the course, students will be able to: **1.** Know the theories and concepts of organizational behavior. **2.** Study and understand attitudes, emotions and behaviors at the individual and team levels within organizations. **3.** Recognize the complexity of factors affecting human behavior at the individual and team levels and identify them. **4.** Develop skills for handling employee behavioral and performance problems at work. ➢ **Prerequisites:**None ➢ **Course contents (Syllabus)** - Introduction from Individual to Team - Positive Organizational Scholarship - Organizational Virtuousness - Social Perception and Social Identity Κοινωνική Αντίληψη και Κοινωνική Ταυτότητα - Emotions – Work Attitudes - Motivation – Person/Environment Fit – Job Crafting	1st period	October-December	6

- Interpersonal Relations
- Teams and Team Dynamics
- Decision Making

- **Recommended reading**
  - Vakola, M., & Nikolaou, I. (2011), *Organizational Psychology and Behavior*, Rosilli, Athens.
  - Kreitner, R., and Kinicki, A. (2013), *Organizational Behavior,* McGraw-Hill, New York.

Required Readings: POSITIVE ORGANIZATIONAL SCHOLARSHIP

1. Bright, D.S., Cameron, K.S. and Caza, A. (2006), "The amplifying and buffering effects of virtuousness in downsized organizations", *Journal of Business Ethics*, Vol. 64 No. 3, pp. 249-269.
2. Cameron, K. and Winn, B. (2012). "Virtuousness in organizations", in K.S. Cameron, & G.M. Spreitzer, *The Oxford Handook of Positive Organizational Scholarship* (pp. 231-243). New York, NY: Oxford University Press.

Required Readings: ORGANIZATIONAL VIRTUOUSNESS

1. Cameron, K.S. (2003). "Organizational virtuousness and performance", in K.S. Cameron, J.E. Dutton, & R.E. Quinn, (Eds.), *Positive Organizational Scholarship* (pp. 48-65). San Fransisco: Berrett-Koehler Publishers, Inc.
2. Caza, A., Barker, B.A. and Cameron, K.S. (2004). "Ethics and ethos: The buffering and amplifying effects of ethical behavior and virtuousness", *Journal of Business Ethics*, Vol. 52 No. 2, pp. 169-178.
3. Nikandrou, I., & Tsachouridi, I. (2015), "Towards a better understanding of the "buffering effects" of organizational virtuousness' perceptions on employee outcomes", *Management Decision*, Vol. 53 No. 8, pp. 1823-1842

Required Readings: SOCIAL PERCEPTION – SOCIAL IDENTITY

1. Brewer, M.B., & Gardner, W. (1996). Who is this "we"? Levels of collective identity and self representations. *Journal of Personality and Social Psychology, 71*, 83-93.

2. Dutton, J.E., Dukerich, J.M., & Harquail, C.V. (1994). Organizational images and member identification. *Administrative Science Quarterly, 39,* 265-293.
3. Ehrhart Holcombe, K., & Ziegert, J.C. (2005). Why are individuals attracted to organizations. *Journal of Management, 31*(6), 901-919.
4. Meyer, J.P., Becker, K.W., & Van Dick, R. (2006). Social identities and commitments at work: Toward an integrative model. *Journal of Organizational Behavior, 27*, 665-683.
5. Roberts, L.M., and Creary, S.J. (2012), "Positive Identity Construction: Insights from Classical and Contemporary Theoretical Perspectives". In Cameron, K.S., and Spreitzer, G.M., *The Oxford Handbook of Positive Organizational Scholarship*, Oxford University Press, Oxford, ch. 6, 70-83.
6. Sluss, D. & Ashforth, B.E. (2007). Relational identity and identification: Defining ourselves through others. *Academy of Management Review, 32*, 9-32.

Required Readings: EMOTIONS – WORK ATTITUDES

1. Bakker, A.B., & Demerouti, E.(2008), "Towards a model of work engagement". *Career Development International*, *13*(3), 209-223.
2. Crawford, E.R., LePine, J.A., & Rich, B.L. (2010). Linking job demands and resources to employee engagement and burnout: A theoretical extension and meta-analytic test. *Journal of Applied Psychology, 95*, 834-848.
3. Harrison, D.A., Newman, D.A., & Roth, P.L. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management Journal, 49*, 305-325.
4. Judge, T.A., Thoresen, C.J., Bono, J.E., & Patton, G.K. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin, 12*, 376-407.
5. Judge, T.A., Heller, D., & Mount, M.K.(2002), "Five-Factor Model of Personality and Job Satisfaction: A Meta-Analysis". *Journal of Applied Psychology*, *87*(3), 530-541.
6. Seibert, S.E., Silver, S.R. & Randolph, W.A. (2004). Taking empowerment to the next level: A multilevel model of empowerment, performance and satisfaction. *Academy of Management Journal, 47(3)*, 332-349.

7. Sekerka, L.E., & Fredrickson, B. L. (2008). “Establishing positive emotional climates to advance organizational transformation” in N.M. Ashkansy, & C.L. Cooper (Eds.), *Research companion to emotion in organizations* (pp. 531-545). Cheltenham, UK: Edward Elgar Publishing.

8. Sonnentag, S., Niessen, C., N., and Neff, A. (2012), “Recovery: Nonwork Experiences that Promote Positive States”. In Cameron, K.S., & Spreitzer, G.M., *The Oxford Handbook of Positive Organizational Scholarship*, Oxford University Press, Oxford, ch. 66, 867-881.

Required Readings: MOTIVATION- PERSON-ENVIRONMENT FIT – JOB CRAFTING

1. Berg, J.M., Dutton, J.E., & Wrzesniewski, A. (2007), “What is Job Crafting and Why Does it Matter?”. Center for Positive Organizational Scholarship, Michigan Ross School of Business. http://positiveorgs.bus.umich.edu/wp-content/uploads/What-is-Job-Crafting-and-Why-Does-it-Matter1.pdf

2. Cable, D.M., & Edwards, J. R. (2004). Complementary and supplementary fit: A theoretical and empirical integration. *Journal of Applied Psychology, 89*, 822-834.

3. Carless, S. A. (2005). Person–job fit versus person–organization fit as predictors of organizational attraction and job acceptance intentions: A longitudinal study. *Journal of Occupational and Organizational Psychology*, *78*(3), 411-429.

4. Grant, A.M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review, 32*(2), 393-417.

5. Tim, T. Y., Cable, D. M., & Kim, S. P. (2005). Socialization tactics, employee proactivity, and person-organization fit. *Journal of Applied Psychology*, *90*(2), 232.

6. Tims, M., & Bakker, A.B. (2010), “Job crafting: Towards a new model of individual job redesign”. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde, 36* (2), Art. #841, 1-9.

Required Readings : INTERPERSONAL RELATIONS

1. Aselage, J., & Eisenberger, R. (2003), “Perceived organizational support and psychological contracts: a theoretical”. *Journal of Organizational Behavior, 24*, 491-509.

2. Dabos, G.E., & Rousseau, D.M. (2004). Mutuality and reciprocity in the psychological contracts of employees and employers. *Journal of Applied Psychology, 89*, 52-72.

3. Robinson, S.L., & Morrison, E.W. (2000), “The development of psychological contract breach and violation: a longitudinal study”. *Journal of Organizational Behavior, 21*, 525-546.
4. Stephens, J.P., Heaphy, E., & Dutton, J.E. (2012), “High- quality connections”. In Cameron, K.S., and Spreitzer, G.M., *The Oxford Handbook of Positive Organizational Scholarship*, Oxford University Press, Oxford, ch. 29, 385-399.
5. Suazo, M.M., Martinez, P.G., & Sandoval, R. (2011). “Creating psychological and legal contracts through HRM practices: A strength of signals perspective”. *Employee Responsible Rights Journal*, *23*, 187-204.
6. Tekleab, A.G.., Takeuchi, R., & Taylor, M.S. (2005). Extending the chain or relationships among organizational justice, social exchange, and employee reactions: The role of contract violations. *Academy of Management Journal, 48* (1), 146-157.
7. Williams, M. (2012), “Perspective Taking: Building Positive Interpersonal Connections and Trustworthiness One Interaction at a Time”. In Cameron, K.S., & Spreitzer, G.M., *The Oxford Handbook of Positive Organizational Scholarship*, Oxford University Press, Oxford, ch. 35, 462-473.

- **Teaching methods**

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

- **Assessment methods**

Final Exam: 70%The exam questions will require students’ in-depth knowledge of the topics discussed in class and critical reflection. They must be able to demonstrate strong critical and analytical ability; give solutions to presented problems by applying the theoretical models and concepts studied, and take a holistic approach to employee problems and behaviors.

Assignments: 25%

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

Organisational Psychology and Behaviour (part time program)

1st period

October-December

6

- **Name of lecturers:** Vakola Maria and Nikolaou Ioannis

- **Objective of the course (preferably expressed in terms of learning outcomes and competences)**

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

- Understand the basic principles of psychology as it applies to organizations
- Describe basic dimensions of the behavior of individuals and teams
- Explain the importance and role of leadership and teams
- Apply the concepts of organizational behavior to analyze and enhance individual, team and organizational effectiveness.
- Understand what it takes to create and maintain healthy and productive work environment

- **Prerequisites:** None

- **Course contents (Syllabus)**

The topics that will be covered in this course include motivation, team dynamics, leadership, communication, psychometric evaluation and measurement of individual differences, personality and emotional intelligence, perception and attitudes.

Week	Subject	Instructor
1st	Introduction to the course, Motivation	A.Lampaki
2nd	Motivation and practical implications	A.Lampaki
3rd	Team Dynamics	A.Lampaki
4th	Organizational Structure	A.Lampaki
5th	Applications of psychology in human resource management - perception, feedback and communication	M.Vakola
6th	Applications of Psychology in Human Resource Management - Emotional Intelligence	M.Vakola
7th	Applications of psychology in human resource management-toxic behaviors, resilience and commitment	M.Vakola
8th	Leadership	A.Lampaki
9th	Leadership	A.Lampaki
10th	Guest Lecture	M.Vakola

- **Recommended reading**

- Vakola, M. & Nikolaou, I. (2019). Organizational Psychology and Behavior. Athens: Publications Rosili.

- Robbins, S.P & Judge, T.A (2011). Organizational Behavior. Athens: Publications Kritiki

	• Arnold, J. Et al. (2005). Work Psychology. England: Prentice Hall ➢ **Teaching methods** Teaching of the course includes lectures, group exercises, discussion of individual cases (case studies), videos, role plays, self-diagnosis test. ➢ **Assessment methods** The course will assess students’ performance using two forms of assessment: Written exams - (70%) and group assignment (30%)			
4	**Industrial Relations/ Negotiations and Labor Law** ➢ **Lecturers:** Nikolopoulos A. Grammenos E. ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** The relationships between employees and employers can be viewed both from an individualistic as well as collectivistic point of view. These relationships are based on the existing legal framework (both for the individualistic and collectivistic point of view) and are formulated through negotiations. Under this framework, this course covers the respective needs of the students. For this reason, we offer first the necessary knowledge of individual labor law (three lectures). Subsequently, issues of conflict management and negotiation are being covered (four lectures), which specialize in industrial relations (collective relations between employees and employers) and are covered in the last part of the course program (three lectures). Under this context, negotiation models prevailing mainly in Greek enterprises are being presented.	1st period/ 2nd period	October-December/ January-April	6
5	**HR Planning and Talent Management** ➢ **Name of lecturer/s:** Leda Panayotopoulou ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** This course aims at presenting the theoretical framework of Talent Management in the modern organization. After the completion of the course, participants will be able to understand and interpret: • The new employment contract and its effects on individual and organizational career management. • Talent management and the link with the other HR functions. • Job design as a basis of developing HR systems. • The shift from job analysis to competency modelling. • HR Planning. ➢ **Prerequisites:** There are no prerequisites for this course ➢ **Course contents (Syllabus)** 1. INDIVIDUAL CARRER PLANNING: The new employment contract – Meaning of career – New aspects of career – Individual career planning .	2nd period	January-April	3

	2. ORGANIZATIONAL CAREER PLANNING: Talent management – Fit with other HRM practices – Employer Branding – Organizational career management practices. 3. JOB DESIGN: Job characteristics – Job design – Job and HRM Systems – Job analysis. 4. COMPETENCY FRAMEWORK: Competencies – Competency-based HRM – Developing a competency framework. 5. HR PLANNING: Analyzing the environment – Demand and supply – HR plans – Organizational flexibility. ➢ **Recommended reading** Below one can find optional bibliography, also the electronic platform of the course provides rich educational material and related articles: • Greenhaus, Callanan & Godshalk (2019) *Career Management for Life, 5th ed.,* Routledge. • Gunz & Peiperl (2007) *Handbook of Career Studies,* Sage. ➢ **Teaching methods** The lectures are enhanced with case studies and examples from practice as well as the application of specific tools. Furthermore, through class presentations and group discussions, students will sharpen their report writing and presentation skills and will develop their problem solving and decision making capabilities in the abovementioned fields. ➢ **Assessment methods** The course grade will be based on the following: • Group project (accounting for 30% of the total course grade) • Final Exam (accounting for 70% of the total course grade)			
6	**Change Management and Quality Management (full time program)** ➢ **L**ecturers: Vakola M., Deliou C. ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** The concept of change is not a new one. Indeed change has always been recognised as necessary and inherent to all aspects of life. However the last decade has, for most organisations, been a time of totally unprecedented and seemingly ever accelerating change so that the phrase "change or die" has increasing resonance. Coping with change has become another element in organisations' battle to compete, thereby focusing attention on the need to manage change effectively. The aim of this course is to provide an understanding of the change management process and to present a framework for managing change. The course of Quality Management introduces the participants to the fundamentals of Total Quality and Continuous Improvement as a framework for business excellence and enhanced competitiveness. The quality of the goods, services and processes offered is a fundamental concern to all organizations, and a key to competitive advantage. Topics covered in the course include: Fundamentals and basic building blocks of Quality Management and Total Quality Management, statistical thinking, tools and methods for improving quality and productivity, overview of quality standards / excellence frameworks such as ISO 9000 and EFQM, organizational and human aspects of quality management, and quality strategy. Students will learn how to develop and implement a TQM program, to diagnose and prioritize quality problems and deepen into human resource management practices of quality.	2nd period	January-April	5
	Change Management and Quality Management (part time program) ➢ **Name of lecturers:** Dr. Maria Vakola & Dr. Kleanthis Katsaros	2nd period	January-April	5

- **Objective of the course (preferably expressed in terms of learning outcomes and competences)**

Changes are an integral part of organizational life. Organizations operate, grow and are called upon to survive in a complex environment that is constantly changing and evolving. Therefore, a basic condition for survival is the monitoring and adaptation to evolutions and changes in the external environment, as well as the effective management of human resources, which is the key to the success of any organizational change program. This is why successful executives need to know how to manage them. Mergers and acquisitions, changes in leadership, processes, structure and culture, introduction of technology and quality programs, downsizing and layoffs, innovation and growth are all very common challenges for modern businesses. This makes the administration of these programs imperative. Many researchers have concluded that the vast majority of change programs fail.

- **The purpose of this course is to analyze the basic theories, models and case studies so that participants can:**
- Understand the nature and significance of change
- Understand the success and failure factors of change programs
- Understand the role of leadership
- Develop models and theories of successful implementation
- Practice by applying concepts and practices

- **Prerequisites**

Change management and quality is a course that strengthens the strategic development roles of HRM. It builds on concepts developed in the earlier core courses namely, Strategy and International Management HR as well as, Organizational Psychology and Behavior.

- **Course contents (Syllabus)**

The course contains five basic teaching units that are mentioned in the following:

- 1. INTRODUCTION TO CHANGE MANAGEMENT: This section presents the phenomenon of change and how it has occupied and still concerns humanity to this day. Individual, group and organizational change will be examined and the causes and the main types of organizational change will be investigated. The context, content and process of organizational change, the main reasons for failure of change programs and the most basic theoretical models will be identified.
- 2. LEADERSHIP AND CHANGE MANAGEMENT: This section examines the characteristics of the leader and the differences from the manager. The main types of leadership and the required skills are presented. The concepts of power, influence & persuasion are introduced and the role of the leader in the management of change is emphasized. It examines whether different leadership is required for different phases of change and the evolution of the leader's role within change management. Finally, the challenges for modern organizations are examined mainly in relation to adaptive (vs technical) changes.
- 3. EMOTIONS AND MANAGEMENT OF CHANGE: This section presents the modern theories of emotions and the way in which they approach change. The main models of emotion analysis are examined and the individual emotional reactions to organizational changes are presented. Finally, the concept of readiness for change is introduced and the ways of its creation in the context of change management are presented.
- 4. CHANGE OF ORGANIZATIONAL CULTURE AND COMPATIBILITY OF ORGANIZATIONAL CULTURE IN MERGERS AND ACQUISITIONS: This section presents the organizational culture that is a key factor of success or failure. The question is whether it can change and if so how. Finally, the compatibility of organizational culture with mergers and acquisitions is examined.
- 5. RESISTANCE TO CHANGE: This section presents the causes and symptoms of resistance to change and how it is treated. Finally, the role of individual differences in the manifestation of such reactions is examined.

- **Recommended reading**
- Recommended book: Vakola, M., & Katsaros. K. (2020) Managing Changes in Organizations, Benos Editions (under publication, Greek).

- To better understand the concepts of change management, participants can benefit from notes and articles in the e-class. More specifically you should look for:
- Kleanthis Katsaros: Notes on change management, Publishers: Athens University of Economics and Business
- Vakola Maria: Notes on change management, Publications: Athens University of Economics and Business
- The articles that are in each section of the course
- Suggested reading:
- Armenakis, A., & Bedeian, A. (1999). Organizational change: A review of theory and research in the 1990s. Journal of Management, 25(3), 293-311.
- Armenakis, A. A., & Harris, S. G. (2009). Reflections: our Journey in Organizational Change Research and Practice. Journal of Change Management, 9(2), 127-142.
- Badrtalei, J., & Bates, D. L. (2007). Effect of Organizational Cultures on Mergers and Acquisitions: The Case of Daimler Chrysler. International Journal of Management, 24(2), 303-317. Balogun, J., & Hope Hailey, V., 1999. Exploring strategic change, Prentice-Hall: London.
- Beer, M., & Nohria, N. (2000). Cracking the code of change. Harvard Business Review, 133-141.
- Burnes, B. (2004). Managing Change: A strategic approach to organisational dynamics, Prentice Hall: London.
- Caldwell, R (2003). Models of change agency: A Fourfold classification, British Journal of Management , 14, 131-142.
- Cameron, K.S. & Quinn, R.E., (2006), Diagnosing and Changing Organizational Culture, Addison-Wesley Publishing Company.
- Fullan, M. (2011). Change leader: Learning to do what matters most, San Francisco: Jossey - Bass.
- Furst, S. A., & Cable, D. M. (2008). Employee Resistance to Organizational Change: Managerial Influence Tactics and Leader-Member Exchange. Journal of Applied Psychology, 93(2), 453-462.
- Hofstede,G. (1991). Cultures and Organisations. Harper Collins: London.
- Jick, T., & Peiperl, M. (2003). Managing change: Cases and concepts: McGraw-Hill/Irwin.
- Judge, T. A., Thoresen, C. J., Pucik, V., & Welbourne, T. M. (1999). Managerial Coping With Organizational Change: A Dispositional Perspective. Journal of Applied Psychology, 84(1), 107-122.
- Katsaros, K.K. Tsirikas, A. & Kosta, G. (2020), The impact of leadership on firm financial performance: The mediating role of employees' readiness to change, Leadership & Organization Development Journal, 41(3), 333-347.
- Kotter, J. P. (2007). Leading Change. Harvard Business Review, 85(1), 96-103.
- Kotter, J. P., & Schlesinger, L. A. (2008). Choosing Strategies for Change. Harvard Business Review, 86(7/8), 130-139.
- Lau, C. and Woodman, R. C. (1995). Understanding organizational change: a schematic perspective. Academy of Management Journal, 38(2), 537-54.
- Lewin, K. 1947. Frontiers in group dynamics. Human Relations, 1, 5-41.
- Miller, D. (2002). Successful change leaders: what makes them? What do they do that is different?. Journal of Change Management, 2(4), 359-368.
- Morrison, E. W., & Milliken, F. J. (2000). Organizational silence: A barrier to change and development in a pluralistic world. The Academy of Management Review, 25(4), 706-725.
- Oreg, S., Vakola, M., & Armenakis, A. (2011). Change recipients' reactions to organizational change A 60-year review of quantitative studies. The Journal of Applied Behavioral Science, 47(4), 461-524.
- Piderit, S. C. (2000). Rethinking resistance and recognising ambivalence: A multidimensional view of attitudes toward and organisational change. Academy of Management Review, 25, 783-794.
- Schein, E. H. (1992). Organizational Culture and Leadership. Jossey-Bass Publishers: San Francisco.
- Strongman, K.T. (2003), Psychology of emotion: from everyday life to theory, WileyBlackwell: Chichester.
- Vakola, M, Tsaousis, I & Nikolaou, I. (2004). The Effect of Emotional Intelligence and Personality Variables on Attitudes toward Organizational Change, Journal of Managerial Psychology, 19(2), 88-110.

	• Wanberg, C. R., & Banas, J. T. (2000). Predictors and Outcomes of Openness to Changes in a Reorganizing Workplace. Journal of Applied Psychology, 85(1), 132-142. ➢ **Teaching methods** Presentation, Case Study, Self-Assessment Test, Teamwork, Educational Video. ➢ **Assessment methods** The evaluation of the course is based on final written exams.			
7	**Diversity Management and Internal Consulting** **1. Diversity Management** ➢ **Lecturer**: Nancy Papalexandris ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** • Help students acquire the necessary skills in order to manage their human resources which in today 's working environment are becoming more diverse in various aspects such as age, gender, race, religion, special needs, etc. • Offer students with knowledge and skills which will enable them to promote equality, fair treatment and diversity in the workplace • Assist students in understanding the psychological and sociological reasons behing exclusion and discrimination in the workplace • Help students identify and confront stereotypes which promote discrimination and unfair treatment of persons or groups which are labelled as "different" within organizations ➢ **Prerequisites** Introductory Course in Human Resource Management ➢ **Course contents (Syllabus)** • Definition of the concept of Diversity Management in the workplace • Historical evolution of policies about equal/fair treatment , equal opportunities and facing discrimination at work. • Various dimensions of Diversity Management such as age, gender, race, special needs, religion, sexual orientation etc. • Organizational benefits from effective diversity management ➢ **Recommended reading (E-Class)** ➢ **Teaching methods** Lectures, case studies, examples of best practices, presentation and discussion of research outcomes and survey results. Experiential learning through personal assignment. ➢ **Assessment methods**	2nd period	January-April	3

Mandatory personal written assignment
Students will be asked to visit an organization with 200+ personnel in order to describe and evaluate ways in which the Human Resource Department develops policies and applies Diversity Management in practice. They will submit a written report of 2000-2500 words which will cover 30% of their final grade in the Course of Diversity Management and Internal Counselling.

2. Internal Consulting

- **Lecturer:** Iordanoglou Dimitra

- **Objective of the course (preferably expressed in terms of learning outcomes and competences)**

The primary aim of the course is to develop students' competencies associated with managing a workforce characterized by diversity in age, gender, race, religion, disability, and sexual orientation. The course endeavours to combine academic and research rigour with a practical focus on promoting equality and diversity in the workplace enabling students to apply acquired theoretical and empirical knowledge to specific diversity management scenarios.

Students will become familiar with the drivers of increased workforce diversity, the psychological and sociological theories underlying discrimination and exclusion in organisations, current employment legislation related to diversity in Greece, and the barriers to equality of opportunity in the workforce for minority groups. Finally, students will examine "best practice" in diversity management programmes and learn to critically assess organizational policies and practices for managing workplace diversity.

In the rapidly changing and unstable business environment in which organizations operate today, Human Resource Management needs to undertake new roles and become a strategic partner, adding value. One of these roles is that of the internal consultant. In order to meet the requirements of this role, human resource executives must function proactively, identifying areas for potential intervention and suggesting changes in cooperation with line managers, aiming at the most effective cross-departmental functioning.

The objective of this course is to help participants understand the importance of internal consulting and develop the necessary skills in order to successfully meet the requirements of an HR professional.

Contents:

- What is Internal Consulting
- How HR will become an Internal Consultant
- Stages of Internal Consulting
- The multiple roles of HR as Internal Consultant
- Identifying the needs of internal clients
- Personal credibility – Influence
- Relationship management –Cross-departmental communication
- Coaching and Consulting
- HR as collaborative leader
- The role of emotional intelligence

The methodology includes lectures, case studies, individual and group exercises and diagnostic tools so that the participants will be able to elaborate on the various topics from a Human Resource executive perspective.

8	**Employee Recruitment & Selection** ➢ **Lecturer/s** **Ioannis Nikolaou,** Associate Professor of Organizational Behavior, Department of Management Science and Technology, Email: inikol@aueb.gr **Konstantina Georgiou**, PhD in Organizational Behavior, Department of Management Science and Technology, Email: kongeorgiou@aueb.gr ➢ **Objective of the course** The modern and effective employee recruitment and selection process offers much more to the organization than the traditional approach to matching people to jobs (person-job fit) and for this reason is perhaps the most important function of Human Resource Management. The aim of this course is to introduce students to the scientific techniques and methods of a company's effective sourcing-recruitment and selection practices. We will study both the traditional and modern methods of attracting (e.g., job ads, internet, social media, etc.) and selecting employees (psychometric tests, assessment centers, selection interview, situational judgment tests, etc.) via in-class group discussions, practical applications, exercises, and guest lectures by HR professionals. Learning Outcomes / Course Objectives: More specifically, the learning outcomes/course objectives are: • to describe in detail the basic concepts of employee recruitment and selection • to understand the basic concepts of psychometry in the process of attracting and selecting human resources, emphasizing the validity and reliability of the selection methods and the fairness/equal opportunities for all candidates • to critically evaluate all employee recruitment and selection methods with an emphasis on the selection interview and the role of technology in influencing the recruitment and selection process ➢ **Prerequisites:** None ➢ **Course contents (Syllabus)** The following thematic areas will be covered: 1. Introduction to Scientific Employee Recruitment and Selection **• Recruiting employees** 1. The role of employee recruitment - Building a recruitment image 2. Traditional and modern methods of employee recruitment	3rd period	May-June	3

3. Social media & recruiting – selecting employees

- **Psychometry issues**

1. Basic concepts, types of measurements, scores, relevance and forecasting
2. Legal issues & employee selection

- **Introductory methods of employee selection**

1. Resumes and Cover Letters
2. Application Blanks
3. Biodata
4. Accomplishment Records
5. Reference Reports
6. Initial Interview
7. Internship

- **The main methods of employee selection**

1. Psychometric tests
   - Aptitude Test
   - Personality test
   - Integrity-Honesty test
2. Work samples
3. Assessment centers for employee selection & development
4. Situational judgement tests

- **The Selection Interview**

1. Structure, content and management of the interview
2. Stages of the interview
3. Mistakes of the interviewer
4. Reliability-validity of the interview

- **Recommended reading**

Must-read articles/material at e-class:

- Βακόλα, Μ. & Νικολάου, Ι. (2019). Οργανωσιακή Ψυχολογία και Συμπεριφορά. 2η έκδοση. Αθήνα: Εκδόσεις Rosili (κεφ. 12)
- Nikolaou, I. & Oostrom, J.K. (Eds.) (2015). *Employee Recruitment, Selection, and Assessment. Contemporary Issues for Theory and Practice.* London: Routledge/Psychology Press.
- Heneman, H & Judge, T, (2006). Staffing Organizations (6th edition). McGraw-Hill. **ISBN:** 9780071263559, http://bit.ly/a7JfRd
- Νικολάου, Ι. (2006). Διοικώντας το Ανθρώπινο Κεφάλαιο–Ελληνικές Μελέτες περίπτωσης. Αθήνα: Εκδόσεις Σιδέρης

You may also find useful the following textbooks:

- Cook, M. (2009). Personnel Selection: Adding Value Through People. Chichester: Wiley

- Schmitt, N & Chan, D (1998) Personnel Selection: a theoretical approach. London: Sage
- Wood, R., Payne, T. (2000). Competency-based recruitment and selection. Chichester: Wiley
- Cooper, D., Robertson, I., & Tinline, G. (2003). Recruitment and selection. A framework for success. London: Thomson Learning

In addition, presentations, case studies and elective articles will be delivered in class.

Scientific Journals and Organizations:

- Academy of Management Journal
- Academy of Management Review
- Administrative Science Quarterly
- Annual Review of Organizational Psychology and Organizational Behavior
- Annual Review of Psychology
- Applied Psychology-an International Review
- British Journal of Management
- Employee Relations
- European Journal of Work and Organisational Psychology
- Group and Organization Management
- Human Performance
- Human Resource Management
- Human Resource Management Journal
- Human Resource Management Review
- Industrial and Organizational Psychology-Perspectives on Science and Practice
- International Journal of Human Resource Management
- International Journal of Selection and Assessment
- Journal of Applied Psychology
- Journal of Business and Psychology
- Journal of Management
- Journal of Managerial Psychology
- Journal of Occupational and Organisational Psychology
- Journal of Organisational Behaviour
- Journal of Personality & Social Psychology
- Journal of Personnel Psychology
- Journal of Vocational Behaviour
- Organizational Behavior and Human Decision Processes
- Personality and Individual Differences

	- Personnel Psychology - Personnel Assessment and Decisions - Chartered Institute of Personnel and Development http://www.cipd.co.uk - Society for Human Resources Management http://www.shrm.org - Academy of Management http://www.aomonline.org - Society of Industrial and Organizational Psychology http://www.siop.org - European Association of Work and Organizational Psychology http://www.eawop.org - British Psychological Society http://www.bps.org.uk - American Psychological Association http://www.apa.org ➢ **Teaching methods** The approach to teaching and learning will include presentations by instructors, analyses of brief case studies, exercises based on questionnaires or short examples, and guest lectures by professionals of Human Resources Management. ➢ **Assessment methods** Written assignment & Final exams: more information will be given at the beginning of classes			
9	**Training and Development** ➢ **Lecturer:** Nikandrou Irene ➢ **Course Unit Description** Today more than ever companies need to monitor the quality of their workforce to meet the growing demand for improvement and growth. The staff development and training sector aims to add value to the key factor - the person. The course analyzes all the factors and components needed to develop a philosophy and strategy for staff development and training and to provide learning, development and training opportunities to improve individual, team and business performance. ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** At the end of the course students will be able to: - Analyze the data and procedures for effective training of human resources and the factors that should be taken into account when planning the training process, - Design, and evaluate comprehensive training programs and training methods, - Analyze and apply learning theories as a basis for educational interventions, - Recognize the elements of learning organizations	2nd period/ 3rd period	January-April/ May-June	3

- Design and develop educational plans to provide opportunities for continuous development, self-learning and other learning activities.

➢ **Prerequisites**

None

➢ **Course contents (Syllabus)**

- Introduction to Learning
- Strategic Training and Development - Training Needs Analysis
- Learning Theories
- Training Design and Plan (Learning Objectives - Training Unit)
- Methods and Design of Training Methods
- Knowledge Transfer and Training Evaluation
- Contemporary Issues of Training and Employee Development

➢ **Recommended readings**

Beevers, K., and Rea A., (2016), *Learning and Development Practice in the Workplace*. Chartered Institute of Personnel and Development, London. ISBN 9781843984085.

Noe, R.A. (2017), *Employee Training and Development*, Irwin McGraw-Hill, Burr Ridge, Illinois, 7th edition. ISBN 978-0-07-811285-0.

Stewart, J., and Rigg, C. (2011), *Learning and Talent Development*. Chartered Institute of Personnel and Development, London.

Further Suggested Readings

1. Adler, N.J. (2015). “Finding beauty in a fractured world: Art inspires leaders-leaders change the world”. *Academy of Management Review,* 494.
2. Bednall, T.C., Sanders, K., & Runhaar, P. (2014). “Stimulating informal learning activities through perceptions of performance appraisal Human Resource Management system strength: A two-wave study”. *Academy of Management Learning and Education*, 13(1): 45-61.
3. Bell, R.S., & Kozlowski, S.W.J. (2007). “Advances in technology-based training” (Electronic version). In S. Werner (Ed.), *Managing human North America*: 27-43. Routledge, Abingdon, UK.
4. Bezrukova, K., Jehn, K.A., & Spell, C.S. (2012). “Reviewing diversity training: Where we have been and where we should go”. *Academy of M Learning and Education, 11*(2): 207-227.

5. Bowen, T. (2020). “Work-integrated learning placements and remote working: Experiential learning online”. *International Journal of Work Learning,* 21(4), 377-386.
6. Cannon, M.D., & Edmondson, A.C. (2006). “Failing to learn and learning to fail (intelligently): How great organizations put failure to work and improve”. *Long Range Planning, 38*: 299-319.
7. Ciporen, R. (2015). “The emerging field of executive and organizational coaching: An overview”. *New Directions for Adult and Continuing* 148, 5-15.
8. Derouin, R.E., Fritzsche, B.A., & Salas, E (2005). “E-learning in organizations”. *Journal of Management*, *31*(6), 920-940.
9. Jain, A.K., & Moreno, A. (2014). “Organizational learning, knowledge management practices and firm’s performance: An empirical study engineering firm in India”. *The Learning Organization.*
10. Garavan, T.N., & McCarthy, A. (2008). “Collective Learning Processes and Human Resource Development”. *Advances in Developing Human* 10(4): 451-471.
11. Madsen, P. M., & Desai, V. (2010). Failing to learn? The effects of failure and success on organizational learning in the global orbital lau industry. *Academy of Management Journal*, *53*(3), 451-476.
12. Magni, M., Paolino, C., Cappetta, R., & Proserpio, L. (2013). “Diving too deep: How cognitive absorption and group learning behavior affe learning”. *Academy of Management Learning and Education, 12*(1):51-69.
13. Maltbia, T.E., Marsick, V.J., & Ghosh, R. (2014). “Executive and Organizational Coaching: A review of insights drawn from literature to practice”. *Advances in Developing Human Resources*, 16(2), 161-183.
14. Monaghan, C.H. (2011). “Communities of practice: A learning strategy for management education”. *Journal of Management Education, 35*(
15. Mündel, K., & Schugurensky, D. (2008). “Community based learning and civic engagement: Informal learning among Adult volunteers in organizations”. *New directions for adult and continuing education*, 118, 49-60.
16. Shotter, J., & Tsoukas, H. (2014). “In search of *Phronesis*: Leadership and the art of judgment”. *Academy of Management Learning and* *13*(2):224-243.
17. von Weltzien Hoivik, H. (2011). Embedding CSR as a learning and knowledge creating process: The case for SMEs in Norway. *Journal of M Development*, *30*(10), 1067-1084.
18. Weis, W.L., Hanson, L., & Arnesen, D.W. (2009). “The use of training groups (T-groups) in raising self and social-awareness and enhancing intelligence”. *Journal of Organizational Culture, Communications and Conflict, 13* (2):83-103.

	➢ **Teaching methods** The course is based on short lectures, while different educational methods, such as group exercises, case studies, presentations, videos, role playing, questionnaires are incorporated to clarify and support the theoretical concepts and models of the course. ➢ **Assessment methods** Individual Assignment 70% Team Project 30%			
10	**Communication and Crisis Management** ➢ **Lecturer:** Dimitris Lymperopoulos ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** Upon completion of the course, students will be able to have the following knowledge, skills and abilities: A) Knowledge - Knowledge of the theoretical framework of Public Relations in cooperation with an organization - Knowledge about the specificities and techniques of managing relations with the Media - Knowledge of the theoretical and practical framework for Prevention and Communication Management of Crisis within an organization. B) Skills - Analyze and evaluate the opportunities and threats of the organizational environment and plan appropriate communication and publicity programs for the benefit of the organization and important audiences. - Recognize critical issues and risks in an organization's environment and plan actions and procedures to protect the organization from possible crises. - Make the right decisions and set up a program of communication actions to manage crisis situations in an organization. C) Capacities - Ability to compile communication material, to view organizational messages through the media. - Ability to take appropriate administrative and communication decisions to prevent and manage crises in organizations. ➢ **Prerequisites:** none ➢ **Course contents (Syllabus)** The course material is organized in the following basic parts: 1. FUNDAMENDALS OF COMMUNICATION AND CORPORATE COMMUNICATIONS	1st period/ 3rd period	October- December/ May-June	3

	Communication model, Corporate Identity/Image/Reputation, Stakeholders segmentation, Public Opinion 2. MEDIA RELATIONS Publicity and publicity tools 3. INTERNAL COMMUNICATION Definition, Communication networks, Organizational culture and tactics of internal communications 4. ISSUES AND CRISIS MANAGEMENT ➢ **Recommended reading** • Παπαλεξανδρή Ν. & Λυμπερόπουλος Δ., (2014), Δημόσιες Σχέσεις: Η λειτουργία της επικοινωνίας στους σύγχρονους οργανισμούς, Εκδόσεις Γ.Μπένου. • Wilcox D. & Cameron Gl., (2014), Δημόσιες Σχέσεις, Εκδόσεις ΙΩΝ, Επιμέλεια ελληνικής έκδοσης: Δ. Λυμπερόπουλος. • Cornelissen J., (2011), Corporate Communication: A Guide to Theory and Practice, 3rd edition, Sage Publications ➢ **Teaching methods** Class lectures Case studies analysi Literature study and analysis ➢ **Assessment methods:** written assignment 25%, written examinations 75%			
11	**Business Ethics& Corporate Social Responsibility (full time program)** ➢ **Name of lecturer:** Dr Magrizos Solon ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** The objective of the course "Business Ethics and Corporate Social Responsibility" is to introduce students to the concepts of Business Ethics and Social Responsibility of businesses and organisation, to highlight their dimensions and underline the relationships between them, emphasising their strategic character and importance for contemporary businesses and organisations. After the completion of this course, students will be able to: - Define the concept of Business Ethics and understand its role and importance in business as well as the complexity of the implementation of Business Ethics principles in different companies that operate in societies with different ethical values. - Define CSR and understand the relationship between business strategy and CSR strategy. - Define social audit and understand its importance for businesses. ➢ **Prerequisites** There are no prerequisites for this course ➢ **Course contents (Syllabus)** - Introduction to Business Ethics and Corporate Social Responsibility - Business Ethics and CSR in Action: Strategy, Implementation and Results - Social Audit and Reporting	1st period/ 4th period	October-December/ September-October	3

- **Recommended reading**
  - Apospori, E. (2018). Regional CSR Policies and SMEs' CSR Actions: Mind the Gap—The Case of the Tourism SMEs in Crete. *Sustainability*, 10(7), 1—20.
  - Apospori, E., K.G. Zografos and S. Magrizos (2012). SME corporate social responsibility and competitiveness: a literature review. *International Journal of Technology Management*, 58(1/2), 10-31.
  - Donaldson, T. (2012). Three Ethical Rules of the Economic Crisis. *Journal of Business Ethics*, 106, 5-8.
  - Vitell, S.J., S.L. Nwachukwu and J.H. Barnes (1993). The Effects of Culture on Ethical Decision-Making: An Application of Hofstede's Typology. *Journal of Business Ethics*, 12, 753-760.
  - Chapter 7 from Argenti, P.A. (2016), *Corporate Responsibility*, SAGE: Thousand Oaks, CA, USA.
  - Chapters 1, 2, 4 and 12 from Thorne McAlister, D., O.C. Ferrell and L. Ferrell (2005), *Business and Society: A Strategic Approach to Social Responsibility* *(2nd ed.)*, Houghton Mifflin: Boston, MA, USA.
  - Lecture presentation slides

- **Teaching methods**
  - Lectures
  - Take-home case studies
  - Mini cases as part of the lectures

- **Assessment methods**
  - 1 case study (40% of final grade)
  - Final written exam (60% of final grade)

Business Ethics& Corporate Social Responsibility (part time program)

- **Name of lecturer:** Dr. Christos Tsanos

- **Objective of the course (preferably expressed in terms of learning outcomes and competences)**

The objective of the course "Business Ethics and Corporate Social Responsibility" is to introduce students to the concepts of Business Ethics and Social Responsibility of businesses and organisation, to highlight their dimensions and underline the relationships between them, emphasising their strategic character and importance for contemporary businesses and organisations.
After the completion of this course, students will be able to:

- Define the concept of Business Ethics and understand its role and importance in business as well as the complexity of the implementation of Business Ethics principles in different companies that operate in societies with different ethical values.
- Define CSR and understand the relationship between business strategy and CSR strategy.
- Define social audit and understand its importance for businesses.

- **Prerequisites**

There are no prerequisites for this course

- **Course contents (Syllabus)**

	- Introduction to Business Ethics and Corporate Social Responsibility - Business Ethics and CSR in Action: Strategy, Implementation and Results - Social Audit and Reporting ➢ **Recommended reading** - Apospori, E. (2018). Regional CSR Policies and SMEs' CSR Actions: Mind the Gap—The Case of the Tourism SMEs in Crete. *Sustainability*, 10(7), 1—20. - Apospori, E., K.G. Zografos and S. Magrizos (2012). SME corporate social responsibility and competitiveness: a literature review. *International Journal of Technology Management*, 58(1/2), 10-31. - Carroll, A. (1991). The Pyramid of Corporate Social Responsibility: Toward the Moral Management of Organizational Stakeholders. *Business Horizons*, 34(4), 39-48. - Plambeck, E. (2007). The Greening of Wal-Mart's Supply Chain. *Supply Chain Management Review*, 11(5), 18-25. - Plambeck, E. and L. Denend (2011). The Greening of Wal-Mart's Supply Chain – Revisited. *Supply Chain Management Review*, 15(5), 16-23. - Chapters 7 and 10 from Argenti, P.A. (2016), *Corporate Responsibility*, SAGE: Thousand Oaks, CA, USA. - Chapters 1, 2, 4 and 12 from Thorne McAlister, D., O.C. Ferrell and L. Ferrell (2005), *Business and Society: A Strategic Approach to Social Responsibility (2nd ed.)*, Houghton Mifflin: Boston, MA, USA. - Lecture presentation slides ➢ **Teaching methods** - Lectures - Take-home case studies - Mini cases as part of the lectures ➢ **Assessment methods** - 2 case studies (40% of final grade) - Final written exam (60% of final grade)			
12	**Performance Management** ➢ **Name of lecturers** Ioannis Nikolaou Alexandros Papalexandris ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** Performance appraisal is one of the most important tasks that a manager needs to successfully carry out and consequently it is one of the most important functions of Human Resources Management. The aim of this course is to explain the notion and critical success factors of the performance evaluation in organizations. The different aspects and approaches for evaluating performance are analyzed (ranging from the importance of performance management for organizations to the design, implementation and link of a successful performance evaluation with other functions of HRM). Moreover, students are presented with methods and tools that the HR manager is required to use in order to successfully appraise an employee's performance. Specifically, the learning outcomes of the course are: • To understand the rational and the concept of evaluation in the performance appraisal process • to critically evaluate the methods and ways of performance evaluation and employee appraisal	3rd period/ 5th period	May-June/ November-December	3

- to understand the role and importance of performance appraisal methodologies, such as Management by Objectives and the Balanced Scorecard
- to analyze and present the process of design and implementation of an employee appraisal system

- **Prerequisites**

There are no prerequisites for this course

- **Course contents (Syllabus)**

The course consists of six (6) lectures as follows

- Lecture 1 - **Introduction to Performance Management** (Alexandros Papalexandris)
  - Performance management
  - Organizational Context I: Vision, Mission and Strategy
  - Organizational Context II: Performance & Efficiency
- Lecture 2 - **Performance Evaluation** (Alexandros Papalexandris)
  - Individual performance I: Outputs & Results
  - Management by Objectives (MBO)
- Lecture 3 – **Performance Management & Balanced Scorecard** (Alexandros Papalexandris)
- Lecture 4 – **Performance Appraisal: Behaviors and Competencies** (Ioannis Nikolaou)
  - Individual performance II: Behaviors & competencies
  - Positive and negative employee behaviors
  - Performance determinants
- Lecture 5 – **Tools and Methods for Performance Appraisal** (Ioannis Nikolaou)
  - Different type of performance appraisal, constrains and shortcomings
  - Performance evaluation and support
  - Performance apparaisal interview
- Lecture 6 – **Performance Appraisal & Career Management** (Ioannis Nikolaou)
  - Performance appraisal, career management and succession planning
  - Design, implementation and maintainance of a performance appraisal system

- **Recommended reading**

Below one can find optional bibliography, also the electronic platform of the course provides rich educational material and related articles:

- Williams, R. S. (2002). Managing employee performance. Design and implementation. London: Thomson Learning
- Smither, J. W., & London, M. (2009). Performance management: Putting research into action: John Wiley & Sons.
- Pulakos, E. D. (2009). Performance management: A new approach for driving business results: John Wiley & Sons.

- **Teaching methods**

Case studies and examples from practice will be employed to acquaint students with the concepts of performance appraisal and performance management and specific tools will be presented, analyzed and applied so as to develop their skills in these fields.

- **Assessment methods**

The evaluation and the final grade of the course is based on a written assignment prepared by students in small groups.

13	**HR Information Systems (lab course)** ➢ **Name of lecturer/s** A.Poulymenakou, A.Kostaki ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** The training lab in HRM IS [SAP HCM] develops SAP end-user experience skills by offering individual access in SAP system (hands-on). ➢ **Prerequisites** Access to terminals/PCs of an organized lab with SAP GUI installation ➢ **Course contents (Syllabus)** 1. Introduction to ERP 2. Introduction to SAP ERP. Navigation and functionality. 3. SAP Human Capital Management. Its sub-systems. 4. Employee Master Data 5. Organization chart 6. Employee Qualifications and Position Prerequisites 7. Reporting 8. “Run” a core business process for HCM ➢ **Recommended reading** Presentations, user manuals, online SAP ERP application help (help.sap.com) ➢ **Teaching methods** Lectures, access to SAP ERP system (hands-on) ➢ **Assessment methods** Class participation (10%), Performing SAP HCM core business processes	3rd period/ 5th period	May-June/ November-December	2
14	**Rewards Policies and Management** ➢ **Lecturer:** Dr. Gouras Athanasios ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** Upon completion of the course, students will be eligible: ✓ To get an idea of how reward management unfolds ✓ To figure out which steps to follow to set up a reward policy ✓ To delve into job evaluation and market data analysis stages ✓ To familiarize yourselves with basic structuring and grading techniques ✓ To put your knowledge into action by benchmarking with market data ✓ To have a good overview of how you can guide through your consultant to set up the technicalities. ➢ **Prerequisites:** Basic Excel Knowledge	2nd period/ 4th period	January-April/ September-October	3

	✓ **Course syllabus** ✓ Fundamentals of Reward Management ✓ Role clarification & measurement (Assessing Job Size and Relativities) ✓ Analyzing the Market ✓ Grade and Pay Structures / Salary management ➢ **Literature references** ✓ Armstrong, M. & Cummins, A. (2011) The Reward Management Toolkit: A Step-by-Step Guide to Designing and Delivering Pay and Benefits. Kogan Page, London. ✓ Armstrong, M. & Murlis, H. (2007). Reward Management: A Handbook of Remuneration Strategy and Practice. Kogan Page, London ✓ Brown, D (2001) Reward Strategies; From intent to impact, CIPD, London. ✓ Heneman, R. L. (2007). Implementing Total Rewards Strategies, SHRM ✓ The WorldatWork Handbook of Compensation, Benefits & Total Rewards, John Wiley & Sons, 2017. ➢ **Course Methods** ✓ Lectures ✓ Videos ✓ On the spot case studies ✓ Guest lecturer (full time students) ✓ Hands on benchmarking case study ➢ **Course evaluation** 100% via a group case study (4-5 student per group) throughout which they take the role of consultants appointed by a CEO to perform a benchmarking project for the latter to gain a better overview of Greek market salary and benefits standards and consult him upon his decision to Acquire a small insurance company in Greece. 60% comes from Excel performance and 40% from a presentation file (powerpoint presentation of no more than 12 slides) Key evaluation criteria are: • Organisation of the presentation file • 1st question performance • Excel performance (2nd question) • Matching performance (3rd question) • 4th question performance • Additional elements (e.g. organizational charts, divergence charts, statistics and metrics, SWOT analysist and overall comments and suggestions). – bonus			
15	**SPSS (lab course, full time program)** ➢ **Lecturer: Evangelatos Andreas** ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)**	3rd period	May-June/	2

	The workshop aims to familiarize students with the basic concepts of statistical analysis. Through the use of a statistical program (SPSS) on a computer, the specific laboratory course aims at the presentation and application of statistical tools, the analysis and understanding of statistical methods.			
	SPSS & HR analytics (lab course, part time program) ➢ **Lecturers:** Dr. Irene Tsachouridi, Constantinos Tsapis ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** • To gain a solid understanding of HR Analytics fundamentals • To gain solid knowledge of key principles/methods/tools of statistical analysis (via Excel & SPSS) • To review and critically assess case studies of HR Analytics usage in HR strategic decision making • To develop a greater understanding of the necessary requirements to conduct a quantitative analysis in the HR field • To make students competent to use SPSS efficiently as HR managers. • To enable students (through the use of SPSS) to take better decisions and motivate within an HR department ➢ **Prerequisites** This course is intended for people who have fundamental knowledge in HR Management and are interested in learning more on statistical data analysis and HR analytics. Ideally, it is intended for people who aspire for a career in HRM and/or have some employment experience in the HR field. ➢ **Course contents (Syllabus)** The course consists of the following areas: • HR Analytics: Introduction, framework and key principles • Key methods and functions of Excel • Key principles of statistical data analysis using SPSS • Statistical correlations and regression with SPSS • Comparison of means (t-test & ANOVA) with SPSS • Case studies in various HR subfunctions, such as talent acquisition, candidate selection, performance management, workforce planning and HR operations ➢ **Recommended reading** • Dimitriadis D. (2012). Business Statistics with SPSS & LISREL. Athens: Kritiki • Field, A. (2016). Discovering statistics using SPSS. Athens: Propompos. • Howitt, D. & Cramer, D. (2011). Statistics with SPSS 16. Athens: Kleidarimthos • Chalkias I..(2003). Statistics: Methods of Analysis for Business Decisions Athens: Rosili. • Edwards, M. & Edwards, K. (2016). Predictive HR Analytics: Mastering the HR Metric (1st ed). London: Kogan Page. ➢ **Teaching methods** Every lecture will include a relevant presentation, case studies and hands on exercises (either via SPSS or Excel). ➢ **Assessment methods**	6th period	January-March	2

	1) group exercise in HR Analytics (50% of final grade) 2) group exercise in SPSS (50% of final grade)			
16	**HR Metrics and Outsourcing** ➢ **Lecturer:** Galanaki Eleanna ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** In this course, you take a strategic view of your organization's use of HR data and its measurement systems. The course prepares you to determine the HR metrics that align with your company's strategic goals. It explains the characteristics of high quality data and equips you to find and collect that data, inside or outside your organization. It provides an introduction to common analysis techniques and some mistakes to avoid when interpreting data, or when assessing reports and interpretations offered by others. Much emphasis will be given on critically evaluating the results of data collection and analysis and on communicating the findings in a compelling manner so that improvements are brought about. Particular emphasis will be given to the dynamics, opportunities and threats of outsourcing relationships and the role of metrics in improving the outcomes of outsourcing for both parties of the agreement. Expected course outcomes: After completion of this course, students should be able to: ✓ Critically evaluate what's important and deserves to be processed and analyzed in HRM. ✓ Explain what business metrics are and how HR Metrics relate and help inform business metrics (business unit or corporate level) ✓ Create meaningful reports for the CEO or HR director, using existing organization data. ✓ Identify how HR Metrics and its applications help the HR function and the profession of HRM at large. ✓ Forecast budget numbers for HR costs. ✓ Apply and critically evaluate benchmarking ✓ Apply and critically evaluate human capital measures (key indicators) ✓ Calculate the ROI of HR projects ✓ Measure and report outcomes of: - Recruitment and selection - Training and development - Performance Management (appraisal and rewards) - HRM Projects ➢ **Prerequisites** This course is designed for individuals who have some fundamental knowledge on Human Resource Management but are new to data analysis and HR metrics. Ideally, the course is addressed to people aiming at, or with some working experience in HR departments. ➢ **Course contents (Syllabus)** 1. HR Metrics: introduction, setting and history 2. The Measurement of Organizational Outcomes – KPIs 3. The Measurement of HRM Outcomes 3.1. Historical/ cross-time evolution 3.2. HR Benchmarks 3.3. HR Metrics 3.4. The HRM ROI	3rd period/ 6th period	May-June/ January-March	3

4. Collection of data
5. Data analysis
6. Results
7. Communication of Results
8. Outsourcing

- **Recommended reading**

Key bibliography

- Cascio, W., & Boudreau, J. (2011). Investing in People: Financial Impact of Human Resource Initiatives. Upper Saddle River, NJ: Pearson Education.
- Phillips, J. J., & Phillips, P. P. (2012). Proving the Value of HR: How and Why to Measure ROI (2nd ed.): Society for Human Resource Management.

- All material available on e-class is required for this course. The following articles (also available on e-class) are essential for the course completion:
- Bassi, L., & McMurrer, D. (2007). Maximizing Your Return on People. Harvard Business Review, 85(3), 115-123.
- Barber, F., & Strack, R. (2005). The Surprising Economics of a "People Business" (cover story). Harvard Business Review, 83(6), 80-90.
- Davenport, T. H., Harris, J., & Shapiro, J. (2010). Competing on Talent Analytics. Harvard Business Review, 88(10), 52-58.
- Fleming, J. H., Coffman, C., & Harter, J. K. (2005). Manage your Human SIGMA. (cover story). Harvard Business Review, 83(7/8), 106-114.
- Kaifeng, J., Lepak, D. P., Jia, J. U., & Baer, J. C. (2012). How Does Human Resource Management Influence Organizational Outcomes? A Meta-Analytic Investigation of Mediating Mechanisms. Academy of Management Journal, 55(6), 1264-1294.
- Mankins, M., Brahm, C., & Caimi, G. (2014). Your Scarcest Resource. Harvard Business Review, 92(5), 74-80.
- Pfeffer, J., & Sutton, R. I. (2006). Evidence-based management. Harvard Business Review, 84(1), 62-74.
- Ulrich, D., & Smallwood, N. (2005). HR's new ROI: Return on intangibles. Human Resource Management, 44(2), 137-142.

Recommended Reading:

- Bassi, L. (2012). HR Analytics Handbook. Amsterdam: Reed Business.
- Becker, B. E., Huselid, M. A., & Ulrich, D. (2001). The HR Scorecard: Linking People, Strategy and Performance. Boston: Harvard Business Review Press.
- Carlson, K. D., & Kavanagh, M. J. (2011). Ch.6- HR Metrics and Workforce Analytics. In M. J. Kavanagh, M. Thite & R. D. Johnson (Eds.), Human Resource Information Systems: Basics, Applications, and Future Directions (pp. 150-174): SAGE Publications.
- Carton, R. B., & Hofer, C. W. (2006). Measuring Organizational Performance: metrics for Entrepreneurship and Strategic Management Research. Cheltenham, UK: Edward Elgar.
- Cascio, W., & Boudreau, J. (2011). Investing in People: Financial Impact of Human Resource Initiatives. Upper Saddle River, NJ: Pearson Education.
- Davenport, T. H., Harris, J., & Morison, R. (2010). Analytics at Work: Smarter Decisions, Better Results: Harvard Business School Publishing.
- Fitz-Entz, J. (1995). How to Measure Human Resources Management. NY: McGraw-Hill,Inc.
- Fitz-Entz, J. (2009). The ROI of Human Capital: Measuring the economic value of employee performance (2nd ed.). New York: AMACOM.
- Fitz-Entz, J. (2010). The New HR Analytics: Predicting the Economic Value of your Company's Human Capital Investments. NY: AMACOM.
- Marr, B. (2012). Key Performance Indicators: The 75 measures every manager needs to know. Harlow, UK: Pearson Education.
- Pease, G., Byerly, B., & Fitz-Entz, J. (2013). Human Capital Analytics: How to harness the potential of your organization's greatest asset. Hoboken, NJ: John Wiley & Sons Inc.

	• Phillips, J. J., & Phillips, P. P. (2012). Proving the Value of HR: How and Why to Measure ROI (2nd ed.): Society for Human Resource Management. • Smith, T. (2012). HR Analytics: The What, Why and How... ➢ **Teaching methods** Lectures, case studies, guest lectures, empirical work ➢ **Assessment methods** -Full time program: Exam at the end (50% of final grade) one individual (40%) and one group assignment (10%). -Part time program: One individual (90%) and one group assignment (10%). Active participation in exercises and case studies during class.			
17	**Dissertation or 4 extra courses (for part time program, A-D)**			15
A	**HRM & Quality Management**	7th-8th period	March-June	3,5
B	**Entrepreneurship** ➢ **Name of lecturer/s** Vassilios Patsouratis & Ioannis Chalikias ➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)** **On completion of this module, students should be able to:** Objectives of the course are to provide students with critical tools to sharpen their understanding of key issues in new business development. It is primarily aimed at qualified graduates from any discipline with a strong desire to set up their own business. The program is designed to introduce participants to the broad field of business and management, before specializing in entrepreneurship. The course consists of a mixture of topics in entrepreneurship, finance, general management and a dissertation or business project or (if possible) self-sourced placement that is explicitly focused on entrepreneurship. In particular, syllabus includes entrepreneurship and the entrepreneurial process, the entrepreneur's environment, strategy, strategic marketing management, business finance and accounting, how to develop a business plan, SWOT analysis, use of international statistics to estimate the size of the market and an up to 10,000 word dissertation on a new business project which provides an opportunity for students to investigate in greater detail the steps of setting up their own business. ➢ **Prerequisites** There are no prerequisites ➢ **Course contents (Syllabus)** ➢ The concept and the meaning of the entrepreneurship	7th-8th period	March-June	3,5

- Entrepreneurship and Education
- Obstacles to entrepreneurship
- Suporting factors of entrepreneurship
- Young entrepreneurship
- Human resource management and entrepreneurship
- Consulting Entrepreneurship
- Questions for an entrepreneur candidate
- The concept and the meaning of a business plan
- The structure of a complete business plan
- Market research (size of the market, competition, etc.) with the aid of published statistics (Hellenic Statistical Authority, Eurostat, etc).
- Balance sheets and cash flow analysis (using Excel).
- Sensitivity Analysis and Scenario manager
- Investment Appraisal (net present value and internal rate of return) and break even point analysis.

- **Recommended reading**

In greek

Accountancy Greece (2015), The greek entrepreneurship : Development Problems, Charter Accountants, Institute of Education, .
EOPPEP (2018), Carrier consulting for the development of the entrepring skills
Entrepreneurship through the young eyes , (2015), AUEB, EY,Endeavor
IOVE, Entrepreneurship , annual report.
Lioukas ,S (2013),*Innovation and Entrepreneurship*, AUEB
Rafailidou M and P Sapounas P, (2012),A practical guide for the first steps of an enterprise creation , AUEB.
Salavou, E . (2013), Developents in Entrepreneurship ,Kastaniotis publications.
Bessant, J and J Tidd (2018), Innovation and Entrepreneurship, Tziolas publicatios
Derikins,D. ang Freel Mark (2017),Entrepreneurship and Small Enterprises, Kritiki publications
Develop Greece,How to Develop your enterprising ideas.

In english

Brooks J and B.Stevens (2000) ,How to Write a Successful Business Plan,Soundview Executive Book Summaries
Deloitte (2019), « leading the social enterprise : Reinvent with a human focus»
Lazear,E (2005),Entrepreneurship, journal of Labor Economics, pp 649-680
Patriotta,G and Siegel, D (2019), The Context of Entrepreneuship, Journal of Management, pp.200-212
Schoon,I and Duckworth K (2012), Who becomes an entrepreneur ?, Developmental psychology,pp.1719-1726

Shane,S and Nikolaou,N , 2013),The generics of entrepreneurial performance, International Small Business Journal,pp473-495

Lectures notes

Patsouratis ,V , Entreprership- Business Plan,lectures notes.
www.statistics.gr
http://epp.eurostat.ec.europa.eu
https://comtrade.un.org/data

- **Teaching methods**
  Three hour in class (or on-line) weekly lectures

- **Assessment methods**
  Group projects (composition of a business plan)

C

Special Topics in HRM-OB

7th-8th period | March-June | 4

- **Name of lecturer:** Ioannis Tsaousis
- **Objective of the course (preferably expressed in terms of learning outcomes and competences)**

This course aims to help students understand the theoretical perspectives and practical implications of measuring human behavior in an organizational setting. Students will become familiar with the strengths, limitations, interpretation and presentation of findings from a variety of commonly used assessment instruments at work. By the end of the course, the successful student will have accomplished the following goals:

- Understand the principles and assumptions underlying scale construction and assessment of human behavior.
- Explore a range of common psychological assessment tools used in an organization setting.
- Evaluate and critique evaluation and assessment practices in organizations with an emphasis on personnel selection and appraisal.
- Understand the usefulness and effectiveness of HR metrics in a modern HR environment.

- **Prerequisites**

Introduction to Statistics

- **Course contents (Syllabus)**

The course is organized in 5 sessions as follows:

Title	Content
Principals of Measurement	• Characteristics and Classification of Psychological Testing • Types of Psychological Tests
Introduction to Psychometrics - Using Statistics in Psychometrics	• Reliability • Validity • Correlation Coefficients • Item Analysis (Item difficulty & Item discrimination)

	• Factor Analysis
Psychological Testing in Practice	• Using Psychological Tests in Occupational Settings • Personality Tests • Intelligence Tests • Attitude Scales
Development of Psychological Scales – Principals and Guidelines	• Development of a Likert scale • The statistical software Jamovi • Practice on Jamovi
Workshop in Scale Development: Analyzing data in Jamovi	• Basic psychometric techniques using Jamovi • Practice and exercises

➢ **Recommended reading**

- Cook, M., & Cripps, B. (2005). *Psychological Assessment in the Workplace*. Wiley.
- Hinkin, T. R. (1995). A Review of Scale Development Practices in the Study of Organizations. *Journal of Management, 21*, 967-988.
- Clark, L. A. & Watson, D. (1995). Constructing Validity: Basic issues in objective scale development. *Psychological Assessment, 7*, 309-319.
- Navarro, D. J., & Foxcroft, D. R. (2019). *Learning statistics with jamovi: a tutorial for psychology students and other beginners*. (Version 0.70). [Available from url: http://learnstatswithjamovi.com]

➢ **Teaching methods**

The course contains lectures, a practicum in psychological testing, and a statistical workshop in analyzing data using statistical software.

➢ **Assessment methods**

Students in a group of 3-4 will conduct a fieldwork assignment. The aim of the assignment is the development of an attitude scale (Likert Scale) measuring a topic relevant to organizational behavior. The assignment includes data collection (>150 individuals) and statistical analysis of the collected data.

D	**HRM in action**	7th-8th period	March-June	4

Preparatory courses of the program:

A	**Labor Economics**	September

➢ **Name of lecturer:** VASSILIS PATSOURATIS,emeritus professor,AUEB

➢ **Objective of the course (preferably expressed in terms of learning outcomes and competences)**

This course is itended to help the student to :

➢ Undestand why we study the markets of factors of production

➢ Understand how the labor market operates and the powers that affect it

➢ Explain how are wages rates determined in a perfect labor market

- Describe the relation between the business environment and the labor market
- Explain the role and the benefit of education and training upon the labor productivity
- Describe the concept and the meaning of labour productivity as well as the factors that affect it.
- Understand the social and economic dimension of minimum wages and how the minimum wage affects business and employment
- Describe the significance of the unit labor cost as an index of competitiveness
- Explain the relation between labor productivity,labor cost and competitiveness
- Describe the concept of the labor force and the significance of population participation to that.
- Describe the various kinds of employment.
- Understand the significance of a flexible labor market and how labor flexibility affects working practices , employment and wages
- Describe various kinds of unemployment as well as the active and passive means to fight unemployment.

- **Prerequisites : None**

- **Course contents (Syllabus)**

- Why we study the markets of factors of production
- Market-determined wage rates and employment (the supply of labor and the demand for labor)
- Education and training of human resources
- Business environment and the labor market
- Labor productivity
- Unit labor cost
- The social and economic aspects of the minimum wage policy
- Labor productivity,labor cost and competitiveness
- Labor force and population participation to that
- Types of employment
- Labor flexibility and flexicurity
- Unemployment
- Active and passive measures to figth unemployment

- **Recommended reading**

- Borjas J. George,(2016) Labor Economics
- Ehrebeng G. Ronald and Smith S.Robert, (2017),Modern Labor Economics : Theory and Public Policy,Broken hill Publications LTD.
- Bell, Brian and Stephen Marchin (2018),Minimum Wages and Firm Value,journal of Labor Economics
- Blah, Francine D,Laurence m Kain,(2017), The gender wage gap :Extent,treds and explanations, journal of Economic Literature.
- Chetty et.al (2011),Are Micro and Macro Labor Supply Elasticity Constant ? A Review of Evidence on the Intensive and Extensive Margings.American Economic Review ,papers and proceeding,101,pp471-475.
- Crepon B et.al. (2008), The Two French Work-Sharing Experiments: Employment and Productivity Effects, in working Hours and Jobs Sharing in the EU and USA : Are Europeans Lazy ? or Americans Crazy? By Tito Boers, MichaelBuret,and Francing Kramarz.
- David, H. Alan,(2016),Morning and Cristopherc .Smith The Conttribution of the minimum wage to the U.S wage inequality over three decates : a reassessment. American Economic Jurnal: Applied Economics
- Edo,Antony, and Hiller Rapoport (2019),Minimum Wages and the Labor Markets Effects
  Harngztosi,Peter and Attila Linder (2019), Who Pays for the Minimum Wage ?American Economic Review .
- Rauch, J. (1993),Productivity Gains from Geographic Concetration of Human Capital : Evidence from the Cities, journal of Urban Economics

- **Teaching methods**
  There are used data from the Greek and EU labor markets with the aim the students to be familiar with them. Various case studies are discussed in the class.

- **Assessment methods**
  The course is a preparatory one and there are essays and no final exam.

B

Accounting

September

- **Name of lecturer:** Sotirios Karatzimas

- **Objective of the course (preferably expressed in terms of learning outcomes and competences)**
  a. To get familiar with basic accounting concepts
  b. To get familiar with the basic financial statements
  c. To get familiar with the use of basic financial ratios
  d. To critically assess the role of accounting in the modern business environment

- **Prerequisites**
  None

- **Course contents (Syllabus)**

Section 1: Financial statements and business transactions

- Basic accounting concepts, accounting principles and assumptions
- Financial statements (Balance sheet, Income Statement, Statement of Changes on Equity, Cash Flow Statement, Notes)
- Introduction to the Accounting Cycle
- Role of auditing (internal-external)

Section 2: Financial statement analysis

- Basic financial ratios:
  - Liquidity - Turnover
  - Profitability
  - Long-term solvency – Capital structure

- **Recommended reading**

«Χρηματοοικονομική λογιστική», Μπάλλας Α. & Χέβας Δ., Εκδόσεις Μπένου (2016)
«Χρηματοοικονομική λογιστική», Harrison, Horngren & Thomas (επιμέλεια Ελληνικής έκδοσης Γ. Βενιέρης), Εκδόσεις Πασχαλίδης (2015)
«Ανάλυση και αποτίμηση επιχειρήσεων», Γκίκας Δ., Παπαδάκη Α., & Σιουγλέ, Γ., Εκδόσεις Μπένου (2010)

- **Teaching methods**

Lectures with emphasis placed on the connection to business reality, use of cases, interactive activities

	➢ **Assessment methods** N/A	

PART THREE: INFORMATION FOR THE STUDENTS

PART III: STUDENT INFORMATION

GENERAL STUDENT INFORMATION

The Athens University of Economics and Business provides not only high-quality education but also high-quality student services. The adoption of the Presidential Decree 387/83 and Law 1404/83 defines the operation, organization, and administration of Student Clubs at Universities, which aim at improving the living conditions of the students and enhance their social and intellectual wellbeing through engagement and socialization initiatives. To fulfill this objective the University ensures the required infrastructure for housing, meals, and sports activities through the operation of a student restaurant, reading rooms, library, organization of lectures, concerts, theatrical performances, and excursions in Greece and abroad. Further in this context, the University supports the development of international student relations, organizes foreign language classes, computer/software literacy classes, and courses in modern Greek as a foreign language for foreign students and expatriated Greek students.
Detailed information on meals, housing, fitness, foreign languages, cultural activities, scholarships, financial aid, is provided on the website of AUEB's Student Club at https://lesxi.aueb.gr/

Electronic Services

A significant number of procedures related to both attendance and student care are carried out electronically through applications of the University or the Ministry of Education and Religious Affairs. All applications are accessible with the same codes (username & password).

- **E-mail account:**

Detailed instructions for using the Webmail Service are provided at https://www.aueb.gr/el/content/webmail-manual

- **Electronic Secretariat (Student Register)**

The Electronic Secretariat application is the information system through which students can be served by the Department's Secretariat via the web.

- **Wireless network**

Using their personal codes, students have access to a wireless network in all areas of the Athens University of Economics and Business buildings/campus.

- **E-Learning Platform – ECLASS**

The Open eClass platform is an integrated Electronic Course Management System and is the proposal of the Academic Internet (GUnet) to support Asynchronous Distance Education Services.
Instructions are provided at https://eclass.aueb.gr/info/manual.php

Medical Services, Insurance / Healthcare

Undergraduate, postgraduate and PhD students at the University who have no other medical and hospital care are entitled to full medical and hospital care in the National Health System with coverage of the relevant costs by the National Health Service Provider. A psychiatric counseling service also operates at the University, staffed with a physician specializing in the treatment of mental health issues.
More information at https://www.aueb.gr/en/content/health-care .

Services/Facilities to Students with Special Needs

The Athens University of Economics and Business ensures the facilitation of students with special needs, through the design, implementation, and environmental adaptations, for access to the university building facilities. In the main building there are specially configured lifting machines, ramps, and elevators. There are also special regulations for conducting exams for students with special needs.

The Athens University of Economics and Business has established a Committee for Equal Access for people with disabilities and people with special educational needs. The Commission is an advisory body and submits recommendations to the competent bodies for the formulation and implementation of the policy of equal access for persons with disabilities and persons with special educational needs.

Through the Library services, students with physical disabilities are granted electronic access to the recommended Greek bibliography of the courses taught at the University. In this context, the Association of Greek Academic Libraries (SEAB) has developed a multimodal electronic library called AMELib.
More information is available at https://www.aueb.gr/el/lib/content/amea-atoma-me-idiateires-anages.

Library and Study Rooms

The Library & Information Center of the University operates at the University's main building. The AUEB Library is a member of the Hellenic Academic Libraries Association (Heal-LINK), the European Documentation Centers Europe Direct and the Economic Libraries Cooperation Network (DIOBI).
Three Documentation Centers operate within the library:

- The European Documentation Center
- The Organization for Economic Cooperation and Development (OECD) Documentation Center
- The Delegation Center of the World Tourism Organization (WHO)

The library contributes substantially both to meeting the needs for scientific information of the academic community and to supporting studying and research. The library provides access to:

- printed collection of books and scientific journals,
- course books used in modules,
- collection of electronic scientific journals& books
- postgraduate theses and doctoral theses that are produced in Athens University of Economics and Business and deposited in digital form at the PYXIDA institutional repository
- sectoral studies
- statistical series by national and international organizations
- audiovisual material
- information material (encyclopedias, dictionaries)
- databases on the topics used by the University
- printed collections of other academic libraries

The library lends all its printed collections, except for magazines and statistical series, in accordance with its internal rules of operation. The Library and Information Center offers reading rooms, computer workstations for visitors, photocopiers and printing machines, and interlibrary loan of books and journal articles from other academic libraries that are members of its network. More information at https://www.aueb.gr/en/library .

International Programs and Information on International Student Mobility

Athens University of Economics and Business is actively involved in the Erasmus+ Program since 1987 promoting cooperation with universities, businesses, and international organizations of the European Union (EU) as well as in the mobility of students, teaching, and administrative staff.
In addition, strengthening its internationalization objectives, it creates new opportunities through the Erasmus+ International Mobility Program. Within this framework, mobility scholarships are granted through the State Scholarships Foundation (SSF) to incoming and outgoing students of the three study cycles, according to the funding approved each year by the State Scholarship Foundation for the University. Outgoing students have the possibility to spend a period of study at a Partner Institution outside the EU with full academic recognition through the application of the ECTS credits system https://www.aueb.gr/en/content/erasmus-programme

Connecting with the Job Market and Entrepreneurship

D.A.STA.O.P.A. (https://www.aueb.gr/el/dasta) is the administrative unit of the University that plans, coordinates and implements the actions of the Athens University of Economics and Business in the following areas:

a) development of entrepreneurship and innovation

b) connecting students and graduates with the labor market

c) connecting the academic community with businesses

d) student internship programs and,

e) supporting research utilization actions

Student Associations

Various student clubs and associations are active within the community of the Athens University of Economics and Business

(https://www.aueb.gr/el/content/student-associations).

Alumni Network

Adhering to a long tradition of educating future top executives in the economic, social, and political life of the country, AUEB is proud that thousands of its graduates hold leading positions in companies, organizations, research institutes and universities in Greece and abroad. Understanding the importance of developing and strengthening the bond with its graduates, AUEB created its Alumni network including a platform https://alumni.aueb.gr where all graduates of the University can register. The main objectives of the Network are the connection of the graduates with their colleagues and former fellow students, and diffusion of information about activities, services, and events in and around the University that concern them.
Additional information on Clubs and Alumni Associations is available on the website https://www.aueb.gr/el/content/organizations-and-associations-of-students-and-alumni.

Volunteer Program

Within the framework of its strategies, the "AUEB Volunteers" Volunteering Program was launched in September 2017. The aim of the Program is to highlight important social issues and the value of participation and practical contribution, but also to raise community awareness regarding the 17 UN Sustainable Development Goals. Actions are developed around two pillars: (a) actions addressed to AUEB’s Community, which have as their main objective the maintenance of the quality of the University's infrastructure based on their aesthetics and functionality, and (b) actions addressed to Greek society. (https://auebvolunteers.gr/).

Quality Assurance

The Athens University of Economics & Business implements a quality assurance policy to continuously improve the quality of its study programs, research activities and administrative services, and upgrade the academic and administrative processes and the University’s operations. The Quality Assurance Unit (MODIP) operating at AUEB coordinates and supports evaluation processes. Particularly the quality assurance of the educational process is achieved using the module/teaching evaluation questionnaire completed by AUEB students. (https://aueb.gr/modip).

Training and Lifelong Learning Center

The Center for Training and Lifelong Learning **(KEDIVIM)** is an AUEB unit which ensures the coordination and interdisciplinary cooperation in the development of training programs, continuing education, training and in general lifelong learning, which complement, modernize and/or upgrade knowledge, competences, and skills, acquired from formal education, vocational education and initial vocational training systems or from work experience, facilitating integration or reintegration in the labor market, job security and professional and personal development.

(https://www.aueb.gr/el/content/dia-vioy-mathisi-kedivim-opa).