COURSE OUTLINE

1. GENERAL

SCHOOL	School of Agricultural Science		
ACADEMIC UNIT	Department of Food Science & Technology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	**FST_502**	**SEMESTER**	5th
COURSE TITLE	Food business administration		

INDEPENDENT TEACHING ACTIVITIES *if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
	4	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Field of Science
PREREQUISITE COURSES:	No
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

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

This course is designed to develop student awareness of organizations and the variety of skills useful in

managerial roles, foster a spirit of critical inquiry and stimulate student pursuit of personal development and lifelong learning. At the end of this course, students will:

- Become familiar with the historical development of management theory
- Understand the four functions of the managerial process
- Define goals and plans, applying the appropriate management techniques and taking environmental uncertainty into consideration
- Indentify how organizational structure and coordination across departments can be used to achieve strategic goals
- Learn about control process and leadership styles
- Plan and exercise conscious control over the amount of time spent on specific managerial activities
- Acquire skills and techniques required to deal with serious situations (crises) before, during, and after they have occurred.
- Demonstrate an ability to use appropriate techniques in order to facilitate the initiation of organizational changes.

General Competences

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

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

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

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

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others…

…….

Decision Making
Teamwork

3. SYLLABUS

This module provides a framework for understanding the four critical management functions involved in planning, organizing, controlling and leading. These functions are considered fundamental in accomplishing organizational goals. The course also aims to help students acquire basic skills and abilities for effective time management, risk management, crisis management and change management. Case studies and discussion of related articles are utilized for deeper understanding of the discussed areas.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY *Face-to-face, Distance learning, etc.*	Lectures

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of Information and Communication Technologies (e.g. powerpoint) in teaching. The lectures content of the course for each chapter are uploaded on the internet (eclass platform), where the students can freely download them using a password which is provided to them at the beginning of the semester.
TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*	
STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Student assessment is mainly based on the written examination at the end of the semester, which includes questions that evaluate both the acquired knowledge by students and their ability to utilize them critically. However, students can gain extra points by working on an assignment given to them during the term. This is not compulsory but can significantly contribute to the final record. Grades are based 20% on assignment and 80% on final exams.

Activity	***Semester workload***
Lectures	39
Final examination	3
Studying	108
Course total	***150***

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Griffin, W.R. (2012), *Management*, Cengage Learning.

Daft, R. (2006), *The new era of Management*, Thomson South-Western.

Goodman, S., Pamela, L., Patricia, F. (2006), *Management: Challenges for Tomorrow's Leaders*, Cengage Learning.

Robbins Stephen P. (2009), *Management5*, Frenchs Forest, N.S.W. : Pearson Education.

- Related academic journals:

Journal of Human Resources
Journal of Vocational Behavior
Human Resource Management Journal
Human Resource Management Review
Human Performance
International Journal of Human Resource Management