

COURSE OUTLINE

1. GENERAL

SCHOOL	AGRICULTURAL SCIENCE		
ACADEMIC UNIT	FOOD SCIENCE AND TECNOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	FST_E02	SEMESTER	6 or 8
COURSE TITLE	MARKETING STRATEGY FOR FOOD ENTERPRISES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	ECTS CREDITS	
Lectures, seminars	4	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special background		
PREREQUISITE COURSES:	There are no prerequisite courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBPAGE (URL)			

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>Upon successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • use the key elements in developing marketing strategy and planning a marketing program. • enhance problem-solving abilities in operational areas of marketing. • present examples of how firms organize their marketing efforts across a broad range of business settings to develop sales and/or share. • bridge the disciplines of marketing and strategic management. 								
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
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<i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<p>Generally, by the end of this course the student will, furthermore, have develop the following abilities (from the list above):</p> <ul style="list-style-type: none"> • Adaptation to new situations • Decision making • Autonomous (Independent) work • Group work • Development of criticism and self-criticism • Development of creative and inductive thinking 	

3. SYLLABUS

<p>This course emphasises on how marketing creates value for the company's shareholders. It is an amalgam of all the marketing elements for a successful marketing plan and highlights areas of great importance that affect and relate to marketing policies with an emphasis on the food and agricultural sector.</p> <p>Content:</p> <ul style="list-style-type: none"> • The notion of marketing strategy • Strategic and tactical marketing planning • Sustainable competitive advantage. • SWOT and PEST analysis. • Situational analysis & evaluation of market potential. • Competitor and customer analysis • Product Portfolio Analysis • Alternative & Effective marketing strategies.

4. TEACHING AND LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY</p> <p style="text-align: center;"><i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face													
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p style="text-align: center;"><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<p>Use of ICTs in teaching.</p> <p>Use of e-class –all the lectures in a series of .ppt files, where students have access.</p> <p>Communication with students: use of the e-mail and the department's website.</p>													
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<table border="1"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures (3 conduct hours per week x 13 weeks)</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Seminars (1 conduct hour per week X 13 weeks)</td> <td style="text-align: center;">13</td> </tr> <tr> <td>Final examination (3 conduct hours)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Hours for private study of the student and preparation of an assignment</td> <td style="text-align: center;">70</td> </tr> <tr> <td>Total number of hours for the Course (25 hours of work-load per ECTS credit)</td> <td style="text-align: center;">125</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures (3 conduct hours per week x 13 weeks)	39	Seminars (1 conduct hour per week X 13 weeks)	13	Final examination (3 conduct hours)	3	Hours for private study of the student and preparation of an assignment	70	Total number of hours for the Course (25 hours of work-load per ECTS credit)	125	
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<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>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.</p> <p>Grading scale: 1 to 10. Minimum passing grade: 5. Examination time: 3 hours.</p> <p>However, students can gain extra points in their final grade by working on an assignment provided during the term. This is not compulsory but can significantly contribute to their final personal record. Grades are based 25% on assignment and 75% on final exams</p>
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5. ATTACHED BIBLIOGRAPHY

In Greek:

Siomkos, G., (2013), Strategic Marketing, Stamoulis Publications.

Avlonitis, G., (2010), Marketing Plans, Stamoulis Publications.

In English:

David W. Cravens, Nigel Piercy, (2013), Strategic Marketing, (10th Edition), McGraw-Hill.

Orville C Walker, John Mullins, Harper W Boyd, Jr. (2011), Marketing Strategy: A Decision Focused Approach, (7th Edition), McGraw-Hill.