

EXECUTIVE
MBA



INTERNATIONAL
HELLENIC
UNIVERSITY

STUDENT
HANDBOOK

2024 - 2025

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THE INTERNATIONAL HELLENIC UNIVERSITY

Introduction

The **International Hellenic University (IHU)** was initially established by Law (No 3391/2005) and was based in Thessaloniki, Greece. The IHU was Greece's first public university where programmes were taught exclusively in English comprised three (3) Schools which offered twenty-four (24) master programmes.

The International Hellenic University was re-established by Law (No 4610/2019), is based in Thessaloniki, comprises nine (9) Schools and thirty-three (33) Departments and is located in Thessaloniki, Kavala, Serres, Drama, Katerini, Kilkis, Didymoteicho. The School of Humanities, Social Sciences and Economics and the School of Science and Technology of the IHU belong to the **University Center of International Programmes of Studies (UCIPS)** of the International Hellenic University offering postgraduate programmes that are taught exclusively in English.

Our Mission

Our strategic mission is threefold:

- Provide research and education that meets the needs of the international community
- Enhance understanding of the economic, socio-political and technological issues facing the societies we serve, through teaching and research of the highest academic standard
- Create a truly international and diverse student and faculty community to foster greater understanding between cultures and nations.

Academic Management

The IHU Governing Board is the overall body governing the operation of the University in accordance with respective legislation and its own internal regulations. Together with the responsibility for overall educational and research policy and the University's development strategy, the Governing Board is also ultimately responsible for all administrative or organisational matters of the University. Upon approval by the Governing Board, all proposals for postgraduate study programmes are submitted by the same to the Ministry of Education & Religious Affairs.

The General Assembly of the School of Humanities, Social Sciences and Economics is responsible for all academic and administrative matters. It is responsible for drafting and submitting proposals for postgraduate study programmes, appointing advisory committees, examination committees, the award of postgraduate degrees, selection or examination of prospective postgraduate students and for any other matter foreseen in the respective legislation. In the case of interdepartmental Postgraduate Study Programmes, the Special Interdepartmental Committee (S.I.C.) has the same powers as the General Assembly and is comprised of members of the corresponding General Assemblies.

An Academic Review Committee is responsible for monitoring the operation and for reviewing the content of the EMBA programme. It reports to the General Assembly of the School. The Programme Director, assisted and deputized by the Assistant Director, is responsible for promoting the effective implementation of the postgraduate study programme. The Programme Director reports to the General Assembly of the School on all issues regarding the effective operation of the programme.

The Student-Staff Liaison Committee (SSLC) is part of the School's quality control mechanism. Its purpose is to ensure good communication with the students on your programme of study and to identify areas where improvements could be made. The students will elect three members as class representatives. The student reps will meet at least once per term with the Programme Director and members of the faculty. The meetings are informal in style but all issues raised are taken seriously and responded to. The course office produces minutes of each meeting which are then sent to all members of the class. Students will be informed of actions taken by the School to resolve any issues raised at SSLC meetings. The student representatives have the chance, upon request, to meet with the President of the Governing Board of the University Center of International Programmes of Studies

Please note that in addition, all students participate in the evaluation of each of their courses and the overall programme by completing and submitting the respective Course Evaluation Forms and the IHU Exit Questionnaire.

PART I: The Executive Masters in Business Administration

EMBA Aims and Objectives

The International Hellenic University (IHU) EMBA programme is designed to train leaders for international careers in both the private and public sectors. The 18-month programme allows executives with global responsibilities and aspirations to continue their career while earning a reputable degree at IHU.

Upon completion of the EMBA Programme, students will gain:

- a thorough and comprehensive grasp of the principles and applications of key management functions, together with enduring technical and conceptual skills
- a focus on strategic issues across various industry sectors
- excellent opportunities for networking
- a genuinely international, multicultural perspective with a global focus
- a highly flexible qualification suitable for a wide range of career openings in the financial sector
- an appreciation of contemporary industry issues and challenges facing global financial institutions.

The IHU EMBA programme promotes learning and teaching characterised by a diversity of resources and teaching styles and techniques, which recognise that the University operates in an ever-changing environment. Teaching and learning methods should assist the development of these skills, by encouraging not merely the capacity for abstract reasoning, but also the students' capacities for independent and self-motivated learning, problem-solving skills, and some of the knowledge and skills which are common to employment in many fields.

The traditional lecture supported by presentation software and lecture notes, case studies and other material, continues to be the principal method of delivery. However, given the executive nature of the programme, weekend residential classes will be supported by comprehensive e-learning material. All classes will take place once a month from Friday to Sunday.

Lecturing emphasises interactive activities, making full use of the University facilities. The methods chosen reflect the needs of the students, the aims and target learning outcomes of the programme or the individual course and the resources available. Learning, teaching and assessment methods are regularly reviewed. Theory, understanding and information are imparted through problem solving and class discussions. Students also learn through reading relevant literature. Coursework and assignments (individual and in small groups) develop the ability of students to solve problems. Projects allow the students to study a subject in depth, working more independently where possible. Group projects are also used, which help develop team-working skills. Teaching and learning methods include the opportunity for students to apply their knowledge and expertise to problems beyond those generally encountered. Higher level skills are fostered and encouraged. Students are expected to spend at least a substantial amount of time working on their own, going through their notes and studying suggested textbooks and specialized readings as well as making use of the support provided through e-learning materials.

Programme Structure

The Executive MBA is an 18-month programme. It is taught in block weekends (Friday to Sunday) and involves a total of 37 days of activities, of which only 11 are regular business days.

Part	Description	Hours	Credits
I0	3 Induction Courses	24	-
	5 Core Courses (24 hours each)	120	30
	5 Core Courses (16 hours each)	80	20
II	2 Elective Courses (16 hours each)	32	8
III	2 Professional Skills Development (8 hours each)	16	4
IV	Field Trip Project	48	8
V	Business Consultancy Project	80	30
Total Taught Hours		400	100

The Curriculum

The Executive MBA core courses offer a thorough grounding in key functional areas within an organisation and, most importantly, in their critical interactions and impact on the organisation. The core courses enable students to acquire practical concepts and skills directly relevant to their careers.

CORE COURSES

Semester (Period)	Core Courses	Hours	Credits
A (1)	Management of Organisations	16	4
A (1)	Quantitative Methods & Decision Analysis	24	6
A (1)	Human Resource Management and Leadership	24	6
A (2)	Operations Management	16	4
A (2)	Cost Management	16	4
A (2)	Financial Reporting and Analysis	24	6
B (3)	Entrepreneurship & Business Plan	16	4
B (3)	Digital and Strategic Marketing	24	6
B (3)	Corporate Finance	24	6
B (4)	Business Strategy	16	4

ELECTIVE COURSES*

Semester (Period)	Elective Courses*	Hours	Credits
B (4)	Advanced Company Valuation	16	4
B (4)	Business Analytics	16	4
B (4)	Business Ethics and Social Responsibility	16	4

B (4)	Business Legal Environment	16	4
B (4)	Corporate Governance	16	4
B (4)	Energy Markets	16	4
B (4)	Project Management	16	4
B (4)	Product and Service Innovation	16	4
B (4)	Social Media and Consumer Behavior	16	4
B (4)	Supply Chain Management	16	4

* Electives may vary from year to year depending on current interest and student demand.

* After voting, the two most popular elective courses will run during the fourth teaching period.

THE INDUCTION COURSES

Induction courses in Accounting, Finance and Quantitative Methods and Analysis aim to ensure essential competence in the skills necessary for the EMBA programme and prepare students for their studies.

More specifically:

- the Accounting induction course aims to introduce students to the basic concepts and standards underlying accounting systems. Several important concepts will be studied in detail, including assets liabilities, equity and income. The course emphasizes the construction of the basic financial accounting statements - the income statement, balance sheet, and cash flow statement - as well as their interpretation.
- the Finance induction course aims to introduce students to the fundamental principles of modern corporate finance. The course places particular emphasis on introducing concepts in risk and return, portfolio theory and asset pricing.
- the Quantitative Methods and Analysis induction course aims to provide students with background material on descriptive statistics and probability distributions (discrete & continuous).

PROFESSIONAL SKILLS DEVELOPMENT

The Professional Skills Development seminars are a series of compulsory seminars of 16 hours duration in total. These aim to give students an opportunity to sharpen their communication, presentation, negotiation, persuasion and team building skills at the highest organizational levels. They set the foundation for delivering successful professional presentations and for developing a creative mindset. Furthermore, they provide the necessary knowledge for developing the ability to bargain successfully and ethically in any situation and for building effective teams as students learn to handle the challenges of working with different personalities and work styles. These are all skills that are considered important in high-pressure and rapidly changing work environments. Students are required to submit an individual coursework for these seminars. Participation in the seminars is obligatory.

THE FIELD TRIP PROJECT

The Field Trip Project is an integral part of the EMBA programme. The Field Trip Project not only helps to integrate the theory with a practical application, but also places important emphasis on the aspect of social contribution. It provides students with the opportunity to explore and understand first-hand the practices and needs of not-for-profit organisations. Groups of students visit a not-for-profit organisation in Greece and/or other country in the region and have to formulate and manage consulting assignments that focus on various business development issues, such as marketing strategies, fund-raising, business plans, financial, accounting, and general operational and managerial functions of the organisations concerned.

The Learning Outcomes are:

- Learn to formulate and manage a consulting assignment, from initial contact regarding the focus and scope through to the delivery of the agreed output
- Experience the particular conditions applying in community-involved operations
- Understand and appreciate the importance of social responsibility
- Deal with various aspects of business growth and development
- Combine prior work experience and expertise with recently gained knowledge

In order to provide assistance where most needed, small and local not-for-profit organisations are preferred. Not-for-profit organisations that have already participated in the programme will be eligible again for selection after 3 years. Upon completion of the project, students submit their report, present it in class, and discuss their findings. The students' presence in all sessions and during the final presentations is obligatory. The Field Trip Project is evaluated as follows: The Presentation of the project corresponds to 50% of the total mark, with the submission of the project representing the remaining 50%.

THE BUSINESS CONSULTANCY PROPOSAL

The Business Consultancy Proposal presents an overview of a research investigation proposition to be completed and submitted by the stipulated submission deadline. It is a checklist of fundamental elements of the business project that students need to consider and include in their finished project. It must be approximately 1,000 words in length.

The proposal should include the following: draft title; motivation/background information on the topic; objectives/research questions; initial review of the literature and key references; methodology; sources of data; expected outcomes and main contribution of the project.

The deadline for submission of the Business Consultancy Proposal is **13 January 2025**.

THE BUSINESS CONSULTANCY PROJECT

The business consultancy project (dissertation) allows students to demonstrate their ability to produce original work, conduct independent research, make a real contribution to knowledge, and extend and compliment their previous studies.

The choice of subject for the business consultancy project lies with the student and may arise from the material taught during the core or elective modules of the EMBA programme and/or the student's wider professional work and experience. In any case, it should address a real-life business and management problem with the aim to achieve coherent results beneficial to the respective organizations, industries, and markets.

Students receive regular personal guidance from a supervisor throughout the project's process. They submit an individual 10,000-word business project or a group project of 15,000 words in length. Group projects are only allowed in exceptional cases and when the Business Consultancy Proposal meets certain criteria as far as the workload is concerned.

The Business Consultancy Project is supervised by an academic, and is marked by the supervisor plus two markers (3-member committee). The final Business Consultancy Project will be presented to the respective Committee.

The deadline for submission of the Business Consultancy Project is **25 July2025**.

Programme Timetable EMBA 2024-2025

Month	Date	Day	Course	Assessment
Jan-24	26	Fri am	Induction	
	26	Fri pm	Field Trip Project Debrief	
	27-28	Sat-Sun	Management of Organisations	
Feb-24	10	Sat	<i>Induction course on Quantitative Methods and Analysis</i>	
	15	Thu		Coursework: MO
	16	Fri	Quantitative Methods & Decision Analysis	
	17-18	Sat-Sun		
Mar-24	14	Thu		Coursework: QMDA
	15	Fri	Human Resource Management and Leadership	
	16-17	Sat-Sun		
Apr-24	18	Thu		Coursework: HRML
	19	Fri am	Exams	HRML
		Fri pm	Professional Skills Development I	
	20-21	Sat-Sun	Operations Management	
May-24	20	Mon		Assignment: PSD I
	23	Thu		Coursework: OM
	25-26	Sat-Sun	Cost Management	
Jun-24	15	Sat	<i>Induction course on Accounting</i>	
	27	Thu		Coursework: CM
	28	Fri	Financial Reporting and Analysis	
	29-30	Sat-Sun		
Jul-24	25	Thu		Coursework: FRA
	26	Fri am	Exams	FRA
		Fri pm	Field Trip Project Debrief	
	27-28	Sat-Sun	Entrepreneurship & Business Plan	
Aug-24			Study	
Sep-24	5	Thu		Coursework: EBP
	6	Fri	Digital and Strategic Marketing	
	7-8	Sat-Sun		
	28	Sat	<i>Induction course on Finance</i>	
Oct-24	3	Thu		Coursework: DSM
	4	Fri am	Field Trip Project Debrief	
		Fri pm	Corporate Finance	
5-6	Sat-Sun			
Nov-24	7	Thu		Coursework: CF
	8	Fri am	Exams	CF
		Fri pm	Professional Skills Development II	
	9-10	Sat-Sun	Business Strategy	
Dec-24	9	Mon		Assignment: PSD II
	12	Thu		Coursework: STR
	13	Fri am	Field Trip Project Debrief	
	14-15	Sat-Sun	Elective I	
Jan-25	13	Mon		Business Consultancy Project Proposal Submission
	17	Fri		Coursework: ELI
	18-19	Sat-Sun	Elective 2	
Feb-25	13	Thu		Coursework: EL2

	14-15-16	Fri-Sat-Sun	<i>Re-sits (Core Courses' coursework resubmission and PSD coursework resubmission) Re-sit written Exams</i>	
Mar-25	7	Fri	<i>Field Trip Presentations</i>	
	14	Fri	<i>Re-sits (Elective courses' coursework resubmission)</i>	
Apr-25			Business Consultancy Project	
May-25			Business Consultancy Project	
Jun-25			Business Consultancy Project	
Jul-25	25	Fri	Business Consultancy Project	Business Consultancy Project Submission

The programme may be subject to minor changes.

Management of Organisations	MO
Quantitative Methods & Decision Analysis	QMDA
Human Resource Management and Leadership	HRML
Professional Skills Development	PSD
Operations Management	OM
Financial Reporting and Analysis	FRA
Cost Management	CM
Entrepreneurship & Business Plan	EBP
Digital and Strategic Marketing	DSM
Corporate Finance	CF
Business Strategy	STR

Core Course Details

Management of Organisations

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

The aim of the course is to develop your understanding of how to understand and act in organizations. The course will draw on your own experiences as managers and followers to enable you to understand a wide range of organizational phenomena, including motivation, teamwork, culture, politics and organisational structure. The course provides not only concepts and theories but also some practical tools to help you develop your own potential as leaders and to embark on a life-long project of learning.

Learning Outcomes

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

- Understand the principal concepts of Management.
- Analyse the Management process.
- Define Organizational Performance
- Understand the New Competitive Environment
- Explore the Challenges Facing Today's Organisations
- Outline the different levels of management.
- Understand the different managerial roles.
- Address the influence of organizational environment on management.
- Analyse the different managerial styles.
- Describe the difference between management and leadership.
- Predict leadership effectiveness.
- Understand the significant of strategic planning.
- To understand employee rights and the main tools to effectively manage grievances in the workplace.
- To understand the importance of employee participation in organisational decision making and its possible favorable outcomes.

Content

- Introduction to OB and some generic models.
- Individual processes: perception & cognition, learning, and motivation.
- Individual differences.
- Person perception and social interaction.
- Group development, dynamics and processes.
- The organisational context: structure and culture.
- Remuneration & Rewards.
- Training & Development.
- Comparative & International Perspectives.

Reading

Bateman, T.S. and Snell, S. A. (2018). *Management: Leading and Collaborating in a Competitive World*, McGraw Hill, 12th edition

McShane, S. L., Olekalns, M. & Newman, A. M. (2018). *Organizational behaviour : emerging knowledge and practice for the real world*, Boston : McGraw-Hill Irwin

Robbins S. P., et al, (2020). *Fundamentals of Management*, 11th edition, Prentice Hall

<https://ebookcentral.proquest.com/lib/ihugr-ebooks/detail.action?docID=5843852>

Fineman, S., Sims, D., & Gabriel, Y. (2010). *Organizing and organizations* (Fourth ed.). London: Sage.

Quantitative Methods & Decision Analysis

Teaching Hours and Credit Allocation: 24 Hours, 6 Credits

Course Assessment: Coursework

Aims

The aim of this course is to introduce students to the most important statistical tools used in quantitative business analysis. The focus is on application and interpretation of the tools and results. The intention is not only to equip students with the practical skills to implement the necessary techniques, but to acquire the skills of discretion in choice of appropriate method and clarity in the interpretation of the output from such methods and extraction of the information of most importance to the business decision maker.

Learning Outcomes

During this course, students will:

- Develop analytical skills in structuring and analysing business decision problems.
- Build analytical models for a variety of problems in a number of functional areas.
- Understand the usefulness and limitations of selected techniques.
- Use software to generate computer solutions of the models.
- Demonstrate skills in communicating the analysis and results of business decision problems.

Content

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

- Implement a set of statistical/econometric techniques to real business environment.
- Solve problems related to business issues.
- Perform informed decision making based on real data.
- Make usage of information technology.
- Construct theoretically meaningful econometric specifications.
- Perform a reasonable statistical inference.
- Perform critical analysis and logical reasoning for a business issue.
- Develop self-learning skills and to enhance their creativity.

Reading

Brooks, C. (2019). *Introductory Econometrics for Finance*. (4th Ed.). Cambridge University Press.

Gujarati, D., Porter, D., C., Pal, M. (2020). *Basic Econometrics*. (6th Ed.). McGraw Hill.

Kennedy, P. (2008). *A Guide to Econometrics*. (6th Ed.) Blackwell.

Wooldridge, J. (2020). *Introductory Econometrics: A Modern Approach*. (7th Ed.). Cengage.

Archontakis, F., & Mosconi, R. (2021). Søren Johansen and Katarina Juselius: A bibliometric analysis of citations through multivariate bass models. *Econometrics*, 9(3), 30.

Human Resource Management and Leadership

Teaching Hours and Credit Allocation: 24 Hours, 6 Credits

Course Assessment: Coursework + Exam

Aims

The main aim of the course is to provide essential insights into contemporary and future Human Resource Management and leadership issues for all MBA students, whether their career orientation lies in human resources. Accordingly, the emphasis in this course is away from the nitty-gritty of HRM techniques and on the general issues that confront all managers in any organisation: how to lead people and organisations, create competitive advantage using human resources, while maintaining the highest standards of best practice, ethics, and achievement.

Learning Outcomes

At the end of the course, students will:

- Understand the significant contribution of HRM in creating a competitive advantage
- Discuss employment practices in different types of organisations and understand how these contribute to business performance.
- Understand human behaviour and how this influence leadership of people in organisations
- Address organisational complexity and performance
- Appreciate critical HR issues that are affected by the business environment

Content

- Understanding the Nature of People Management in Modern Organizations
- Strategic Management of Human Resources
- Managing People in a Global Context
- Cross-cultural Management
- Understanding the Drivers of Human Behaviour in Organizations
- Brain Adaptive Leadership
- Managing Complexity
- Complex Adaptive Leadership

Reading

Armstrong, M., & Taylor, S. (2020). *Armstrong's handbook of human resource management practice*. Kogan Page Publishers

Crawshaw, J., Davis, A., & Budhwar, P. (2020). Human resource management: Strategic and international perspectives. *Human Resource Management*, 1-560

Greer, C. R. (2021). *Strategic human resource management*. Pearson Custom Publishing.

Dank, n. & Riina, H. (2020) *Agile HR: Deliver Value in a Changing World of Work*, Kogan Page Publishers.

Stone, R. J., Cox, A., & Gavin, M. (2020). *Human resource management*. John Wiley & Sons.

Verhulst, S. L., & DeCenzo, D. A. (2021). *Fundamentals of Human Resource Management*. John Wiley & Sons.

Wilton, N. (2020). *An introduction to human resource Management*. SAGE.

Operations Management

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

The aim of this course is to broaden and expand knowledge of the concepts and techniques required for the design, operation and control of business processes and the improvement of the organisation's effectiveness. The focus will thus be on 'how to' skills and applications. The value of an interdisciplinary approach to improving operational effectiveness will be highlighted.

Learning Outcomes

During the course students will be able to:

- Develop knowledge of the issues related to designing and managing operations.
- Develop an understanding of how operations can provide a competitive advantage in the marketplace.
- Explain the concepts, processes and managerial skills needed to manage operations effectively.
- Explain the role of operations and their interaction with the other activities of a firm: marketing, finance, human resources, etc.
- Understand the power of the operations management approach to decision-making when applied to real management problems and be able to effectively interpret the results of consequent analyses.
- Use a range of analytical tools, concepts and techniques required to solve business problems pertaining to the operation of a firm.

Content

- Operations Strategy.
- Product and Process Design for goods and services.
- Process Technology and Information Systems.
- Capacity management and Facility location.
- JIT, Lean production and TQM.
- Demand Forecasting and Process Control.
- Inventory management.
- Logistics.
- Resource Planning.
- Job Design and Scheduling.
- Improvement (process & product).

Reading

Reid R. D. and Sanders N. R. (2020) *Operations Management: An Integrated Approach*, 7th ed., John Wiley & Sons

Slack, N., Brandon-Jones, A., & Burgess, N. (2022). *Operations Management* (10th edition). (10 ed.) Pearson.

Katsaliaki K., Galetsi P., Kumar S. (2022). Supply chain disruptions and resilience: A major review and future research agenda, *Annals of Operations Research*, 319, 965-1002.

Katsaliaki K. Kumar S., and Loulos V. (2024). Supply Chain Coopetition: A Review of Structures, Mechanisms and Dynamics, *International Journal of Production Economics*, 267, 109057

<https://academic-accelerator.com/encyclopedia/operations-management>

Cost Management

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

The aim of this course is to provide an understanding of operational and strategic management accounting techniques and of how management accounting information can be used more effectively in management planning and control activities.

Learning Outcomes

During the course students will be able to:

- Understand how management accounting information is used to inform operational and strategic decision making activities.
- Appreciate the strengths and limitations of management accounting information.
- Develop the ability to communicate effectively with the providers of management accounting information.
- Apply a critical approach to the use and interpretation of financial and management accounting information.
- Use operational and strategic management accounting information effectively as a management planning and control tool.
- Appreciate the behavioural impact of the performance measures that may be used by the management accountant.
- Communicate effectively, as a non-specialist, with accounting professionals.

Content

- Accounting for costs and their effective use in management decision making.
- Budgetary planning and control, and the approaches championed by the advocates of 'Beyond Budgeting'.
- Developments in management accounting and its relevance to management information needs
- Strategic management accounting.
- Performance measurement techniques and the behavioural aspects of performance measurement.

Reading

Brewer, P., Garrison, R. and Noreen, E. (2022). *Introduction to Managerial Accounting*, 7th edition, McGraw Hill

Nigrini, M. J. (2012). *Benford's Law: Applications for forensic accounting, auditing, and fraud detection* (Vol. 586). John Wiley & Sons.

[Benford's Law | Wiley Online Books](#)

Grossman, T., & Livingstone, J. L. (2009). *The portable MBA in finance and accounting*. John Wiley & Sons.

[The Portable MBA in Finance and Accounting | Wiley Online Books](#)

Seal, W. (2021), *Management Accounting for Business Decisions*. McGraw Hill.

Financial Reporting and Analysis

Teaching Hours and Credit Allocation:	24 Hours, 6 Credits
Course Assessment:	Coursework + Exam

Aims

Users of financial data must understand how a company's operations are reflected in its accounts, so as to interpret and analyse them correctly. Also, since company managers choose accounting techniques when making their reports, users must learn to identify and undo the effects of these accounting choices. The purpose of this course is to give you the foundation for such analysis.

Learning Outcomes

On completion of the course students will be able to:

- Read and understand key financial statements.
- Construct a basic set of financial statements.
- Critically evaluate some of the accounting decisions that have gone into the preparation of these statements.
- Evaluate company performance using a set of financial statements.
- Use accounting data for management planning and decision making.

Content

- Uses and users of accounting information.
- Overview of main accounting statements.
- Preparing financial statements.
- Accounting for groups of companies.
- Intangible assets.
- Cash flow statements.
- Financial statement analysis.
- Understanding cost behaviour.
- Cost-volume-profit analysis
- Budgeting.
- Divisional performance measurement.

Reading

Simko, P., Wallace, J. & Comprix, J. (2021). *Financial Accounting for Executives & MBAs*, 5th edition, Cambridge Business Publishers, LLC

Libby, R., Libby, P. and Short, D. (2022). *Financial Accounting*, McGraw Hill.

Entrepreneurship & Business Plan

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

This integrative course concentrates on the unique challenges involved in the management of entrepreneurial ventures, whether in start-ups, small, early-stage entrepreneurial firms, or within larger well-established companies. Focusing on this entrepreneurial domain, this course complements other core courses that address the administrative and analytical domains of managerial behaviour. It provides a solid foundation in the fundamentals of entrepreneurship for those planning to take entrepreneurship electives and who hope to run an entrepreneurial venture at some point in their careers. Students,

working in teams, will assess the attractiveness of a real entrepreneurial opportunity and prepare a feasibility study that presents their conclusions.

Learning Outcomes

Candidates will learn to:

- Recognise and evaluate business opportunities
- Build a team around the opportunity
- Assess and gain control of the required resources
- Market new products in entrepreneurial settings
- Grow the business and exit from it

Content

- Introduction to entrepreneurship.
- Evaluating opportunities.
- The team..
- The financial resources.
- Business planning.
- Marketing of new-technology products.
- Growth and exit.
-

Reading

Kuratko, D.F. (2023). *Entrepreneurship: Theory, Process, Practice*. (12th Ed.). Cengage.

Baron, R.A. and Scott, A.S. (2012). *Entrepreneurship: A Process Perspective*, 1st edition, South-Western College Pub

Curtis, V. (2014). *Creating a Business Plan for Dummies*. John Wiley & Sons.

<https://ebookcentral.proquest.com/lib/ihugr-ebooks/detail.action?docID=1635361>

Griffin, M, (2015). *How to write a Business Plan: A step by step guide to create a plan that gets results*. American Management Association.

Digital and Strategic Marketing

Teaching Hours and Credit Allocation: 24 Hours, 6 Credits

Course Assessment: Coursework

Aims

The aim of this course is to provide a sound knowledge of the basics of marketing and expose students to both traditional and still powerful ideas, and to newer techniques and concepts. The course shows how products and services that satisfy the customer are designed and taken to market, and how an organisation can respond and adapt to market changes.

Learning Outcomes

On completing the course students will be able to:

- Demonstrate the ability to clearly define a specific marketing problem or issue.
- Appreciate marketing as an important tool for promotional and PR purposes.

- Demonstrate communication skills.
- Understand the language, tools and philosophy of marketing as marketing is too important to be left to the marketing department.
- Know and understand of the importance of the customer as a foundation of business.

Content

- Marketing strategy and delivering customer value.
- Consumer behaviour.
- Segmentation and targeting.
- Differentiation and positioning.
- Product policy.
- New product development.
- Marketing communications.
- Pricing.
- Marketing planning – putting it all together.
- The Marketing Plan.
- Understanding Buying Behaviour.
- Market Segmentation and Positioning.
- Marketing Research.
- Product Management and Branding.
- Advertising and Promotion.
- Online Marketing.
- Search engine optimization (SEO) and search engine marketing (SEM).
- Paid Online Advertisement.
- Social Media Marketing, Mobile Advertising and Commerce.
- User Generated Content Management and Marketing.
- Business Analytics.
- CRM Strategy in the Age of Big Data and Digital Advertising.

Reading

Kotler, P. & Keller, L.K. (2009) *Marketing Management: Analysis, Planning Implementation, and Control*, 13th edition, Prentice Hall.

Kotler, P., Keller, L.K. & Chernev, A. (2021). *Marketing Management* 16th edition, Prentice Hall

Kotler, P., Armstrong, G., & Armstrong, G. M. (2018). *Principles of marketing*. Pearson Education.

Scott D. M. (2015). *The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs*, 5th Edition, Wiley.

Heinze A. (2016). *Digital and Social Media Marketing: A Results-Driven Approach by Aleksej*, Routledge.

Corporate Finance

Teaching Hours and Credit Allocation:	24 Hours, 6 Credits
Course Assessment:	Coursework + Exam

Aims

The aims of the course are to familiarise course participants with the role of finance in business: to help them understand the nature of available financial instruments and determinants of the prices of marketable securities; to become familiar with methods of risk management and desirable corporate debt structures.

Learning Outcomes

On successful completion of this course students will:

- Know and apply the most important tools of corporate finance: the valuation methods, the measurement of the impact of institutional settings, information asymmetries and agency costs on firm's decisions, and the assessment of the market values of firms' decisions.
- Understand and interconnect corporate finance decisions into the overall financial strategy of firms.
- Understand how the incentives of different managers and financial institutions (e.g., investment banks, insurance and pension funds, hedge funds) differ from each other and assess the impact of these differences upon their corporate finance decisions and overall financial performance.

Content

- Valuation of income streams: present values, annuities, perpetuities, bonds.
- Investment appraisal: the net present value rule and alternative decision criteria.
- Risk and return: portfolio diversification and the capital asset pricing model.
- Capital budgeting and risk.
- Valuing debt: term structure and yields to maturity, duration and volatility, credit risk, different kinds of debt.
- Company valuation.
- Sources of long, medium and short term debt; maturity structure of corporate debt.
- Dividend policy: dividends and retained earnings; how do companies decide on dividend payments.
- Mergers and Acquisitions: merger motives, regulation of mergers, valuation and payment methods.

Reading

Brealey R. A., Myers S. C., & Allen F. (2020). *Principles of corporate finance*. (13th Ed.). McGraw-Hill Education.

Damodaran, A. (2011). *Applied Corporate Finance*, 3rd edition, John Wiley & Sons

Mishkin F. S., & Eakins S. (2018). *Financial markets and institutions*. (9th Ed.). Pearson Education.

Additional Reading – Academic Papers

Berk, J. and DeMarzo, P. (2017), *Corporate Finance*, 4th edition, Pearson International. .

Brigham, E., and Ehrhardt, M. (2019). *Financial Management: Theory and Practice*, 16th edition, Cengage Learning.

Cecchetti, S., (2017), *Money, Banking and Financial Markets*, 2nd International Edition, McGraw Hill.

Damodaran, A., (2014), *Applied Corporate Finance*, 3rd edition, John Wiley & Sons.

Moles, P., Parrino, R. and Kidwell, D., (2011), *Corporate Finance*, European edition, John Wiley & Sons.
Quiry, P., Dallochio, M., Le Fur, Y., Salvi, A. and Vernimmen, P., (2011), *Corporate Finance. Theory and Practice*, 3rd edition, John Wiley & Sons.

Ross, S.A., Westerfield, R.W., Jaffe, J. and Jordan, B.D., (2023), *Corporate Finance: Core Principles and Applications*, 3rd edition, McGraw-Hill/Irwin.

Saunders, A. and Cornett, M. (2021), *Financial Institutions Management: A Risk Management Approach*, 7th Edition, McGraw-Hill.

Business Strategy

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

This course aims to provide an understanding of the basic principles and practice of strategic management, both external to the organisation, and internal within the organisation. It is concerned with strategic decision-making in implementing strategy to secure the long term success of the organisation. It takes the perspective of the manager who is responsible for a whole unit. That may be the Chief Executive of a company, or the General Manager of a business unit.

Learning Outcomes

During this module, students will:

- Understand the role of single business strategy for an organisation and the basic tools of the strategist.
- Develop an understanding for the principles and challenges of strategic analysis and strategy formulation.
- Understand the content of strategy theories including the importance of industry context, the positioning and resource-based views of the firm, and the theory of competitive advantage.
- Understand how to analyse data about a company and how to build a strategic argument.
- Understand the concepts of strategy processes including the way in which strategy is formulated.
- Understand the content of strategy theories including the importance of synergy, the capability-based views of the firm, and the theory of strategic change.
- Identify, diagnose and analyse opportunities and strategies for diversified companies facing competitive challenges in multiple dynamic industries.
- Understand strategy processes including the way in which strategy is formulated, and the processes of managing strategic change to implement strategy.

Content

- Establishing Direction: Strategic Vision and Objectives.
- External Analysis: Industry Environment and Competitive Forces.
- Internal Analysis: Company Resources and Capabilities.
- Single-Business Strategy.
- Multibusiness Strategy: Diversification.
- Multibusiness Strategy: International Strategy.
- Strategy Implementation: General Framework.
- Strategy Implementation: Systems, Leadership and Culture.

Reading

Johnson, J., Whittington, R., Regnér, P., Angwin, D., Johnson, G., & Scholes, K. (2020). *Exploring strategy*. Pearson UK.

Thompson Jr Arthur, A., Strickland III, A. J., & Gamble, J. E. (2012). *Crafting and Executing Strategy-The Quest for Competitive Advantage, Concepts and Cases*.

Grant, R. (2021). *Contemporary Strategy Analysis: Concepts, Techniques, Applications with Cases Set*, 6th edition, John Wiley & Sons

Elective Course Details

Advanced Company Valuation

Teaching Hours and Credit Allocation:	16 Hours, 4 Credits
Course Assessment:	Coursework

Aims

The aim of this course is to provide a thorough understanding of the different company valuation methods and develop the tools for analysing and valuing any type of business. The course draws on previous accounting and finance courses and enables students to understand the principles of shareholder value creation and their implications for managing the business as well as assessing its value either from an investor's, banker's or analyst's perspective.

Learning Outcomes

During this module, students will:

- Understand the concept of Value-Based Management.
- Highlight some important implications of value measurement.
- Learn the fundamental drivers of company value.
- Learn the methods for valuing listed and private companies.
- Understand the value of intangible assets.

Content

- Cash Flow Valuations.
- Relative Valuations.
- Understanding the concept of Value-Based Management.
- Risk Analysis.
- Shareholder Value.
- Value creation, value drivers and value determinants. Valuation framework.
- Analysing historical performance for valuation purposes.
- Value calculation, scenario analysis and testing.
- Valuing industrial, service and financial firms.
- Value-based management.

Reading

Palepu K., Healy, P. and Peek, E. (2022). *Business Analysis and Valuation IFRS Edition*. (6th Ed.). Cengage Learning EMEA.

Allman, K. A. (2010). *Corporate valuation modeling: a step-by-step guide* (Vol. 537). John Wiley & Sons.

Damodaran, A. (2012). *Investment Valuation: Tools and techniques for determining the value of an asset*, University edition, 3rd edition, Wiley.

Business Analytics

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits
Course Assessment: Coursework

Aims

This course provides an introduction to big data analytics for different types of business professionals, including those with no prior analytics experience. Students are expected to learn how data analysts describe, predict, and inform business decisions in the specific areas of marketing, human resources, finance, and operations, and develop basic data literacy and an analytic mindset that will assist them in the making of strategic decisions based on data.

Learning Outcomes

- Understand how and why to use business analytics and what value can “data science and analytics” bring for a business.
- Acquire hands-on knowledge of business analytics and decision making (workshops with tools like KNIME Analytics and Power BI).
- Understand the major digital business applications and combine data from different information systems and data sources (ERP, CRM, Google Analytics, Ads etc).
- Implement data pipelines and end to end data science applications.
- Discuss how to develop a comprehensive digital business and data strategy plan.

Content

- Understanding Data.
- Data ingestion, data reuse, data catalogues – European Data catalogue etc.
- Charting Data and elementary data modelling.
- Transforming, joining, and categorising Data.
- Data analytics–Descriptive (Central Tendency, Dispersion).
- Data analytics – Predictive (Regression analysis – ML, Sentiment analysis - NLP).
- Exploratory data analytics and prescriptive analytics.
- Use cases –Churn prediction, market analysis etc.
- Large language models – examples – use cases.

Reading

Anderson, A. (2015). *Statistics for big data for dummies*. John Wiley & Sons.

<https://ebookcentral.proquest.com/lib/ihugr-ebooks/detail.action?docID=4040045>

Baesens, B. (2018). *Profit Driven Business Analytics: A Practitioner's Guide to Transforming Big Data into Added Value*. Wiley and SAS Business Series, Wiley.

David Whigham (2010). *Business Data Analysis*, Oxford University Press.

Kimball, R., & Ross, M. (2019). *The Data Warehouse Toolkit: The Definitive Guide to Dimensional Modeling*, Ed. Wiley

<https://ebookcentral.proquest.com/lib/ihugr-ebooks/detail.action?docID=1313513>

Provost, F. & Fawcett, T. (2013). *Data Science for Business*, O'Reilly Media

Business Ethics and Social Responsibility

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

This course examines ethical issues in the context of business theory and practice as well as the nature, history and current status of social and environmental responsibility. The most important aim is to thoughtfully examine ideas and perspectives in the field of business ethics and to extend these ideas/perspectives to administrative practice and decision making. It also places social responsibility in the broader context of corporate governance, and students will be exposed to the many debates in this area that date back thousand years.

Learning Outcomes

On completing the course the participants will have the ability to evaluate issues related to:

- The importance of social and environmental responsibility.
- The place of social issues in corporate management.
- How a company can have an ethical stance.
- The pressures on companies to become more ethical.
- Identifying and resolving ethical dilemmas.
- Make effective judgements of the value of social and environmental responsibility.
- Current issues companies are facing.
- Putting ethics into practice in firms.

Content

- Issues of Social and environmental responsibility.
- Ethics and business.
- Justice and economics systems.
- Corporations and morality.
- Safety, risk and environmental protection.
- Marketing, truth and advertising.
- Information technology, ethics and business.
- Workers' rights and duties within the firm.
- Accounting, finance, corporate restructuring and ethical investing.
- Moral issues in international business.

Reading

DeGeorge, R. (2010) *Business Ethics*, 7th edition Business Ethics, Prentice Hall

Kotler, P and Lee, N (2005). *Corporate Social Responsibility: Doing the Most Good for Your Company and Your Cause*, John Wiley & Sons, NY.

Sherwood M. W., & Pollard J. (2018). *Responsible investing: An introduction to environmental, social, and governance investments*. Routledge.

Baker K., & Nofsinger J. R. (2012). *Socially responsible finance and investing: Financial institutions, corporations, investors, and activists*. JohnWiley & Sons, Inc.

Hopkins M. (2016). *CSR and sustainability: From the margins to the mainstream*. Routledge.

Crane A., & Matten D. (2016). *Business ethics: Managing corporate citizenship and sustainability in the age of globalization*. (4th ed.). Oxford University Press.

Chantziaras A., Dedoulis E., Grougiou V., & Leventis S. (2021). The impact of labor unionization on CSR reporting. *Sustainability Accounting, Management and Policy Journal*, 12(2), 437-466. <http://doi.org/10.1108/SAMPJ-06-2020-0212>.

Chantziaras A., Dedoulis E., Grougiou V., & Leventis S. (2020). The impact of religiosity and corruption on CSR reporting: The case of U.S. banks. *Journal of Business Research*, 109, 362-374. <http://doi.org/10.1016/j.jbusres.2019.12.025>.

Business Legal Environment

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

This course aims to give students an understanding of the fundamental principles of international company and trade law. This course brings into sharp relief the challenging principles of commercial law and the harsh realities of the marketplace.

Learning Outcomes

- In depth understanding of the principles of international company law.
- Realisation of the importance of the company as the most popular business form.
- Learning about the nature of companies, how they are managed and funded, the position of shareholders and other stakeholders in companies and the rights they have.
- Demonstrating knowledge of company law problems and how they are addressed in different countries.
- Understanding of the principles governing international trade law, the various methods of international trade finance and the risks involved.
- Analyzing the Vienna Convention on Contracts for the International Sale of Goods (CISG).
- Gaining knowledge of problems relating to international sales, such as transportation of goods, methods of payment, the impact of extraneous events.
- Understanding the legal implications of managerial decision making related to international trade strategy and concepts.

Content

- Introduction to International Company Law.
- The Role of companies and company law.
- Corporate personality and limited liability. Issues relating to shares, share or loan capital.
- The corporate constitution and corporate transactions.
- Analysis of the EC directives on companies and the Council Regulation (EC) No 2157/2001 on the Statute for a European Company and Council Directive 2001/86/EC with regard to the involvement of employees.
- Introduction to International Trade Law and Analysis of the provisions of The Vienna Convention on Contracts for the International Sale of Goods (CISG).
- Understanding the various methods of international trade finance. Examination and analysis of the relevant international instruments, such as the International Chamber of Commerce (ICC) Uniform

Customs and Practice for Documentary Credits (UCP 600) and the Supplement (eUCP), ICC Uniform Rules for Collection (URC 522), the Unidroit Convention on International Factoring and the Unidroit Convention on International Financial Leasing.

Reading

The City Law School (2008). *Company Law in Practice*. (7th edition, OUP).

Storm, P., Van Gerven, D. (2006), *The European Company: Volume I*. Cambridge University Press.

Chow, D.C.K., Schoenbaum, T.J. (2017), *International Trade Law: Problems, Cases and Materials*. Kluwer Law International.

Chuah, J. (2023). *Law of International Trade*, 4th Rev Ed, Sweet & Maxwell.

ICC Publications. ICC Uniform Customs and Practice for Documentary Credits. UCP600.

Corporate Governance

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

The aim of the course is to enable students to acquire a knowledge of corporate governance and its practical relevance to national and multinational organisations. As well as the role and function of boards of directors, the course includes the work of external and internal auditors, audit committees and stakeholder theory.

Learning Outcomes

On completing the course the participants will:

- Understand the current issues in corporate governance at both national and international levels.
- Understand stakeholder theories.
- Understand the structures and policies necessary for effective corporate governance.
- Appreciate the range of corporate governance theories and practices as applied in national and multinational organisations.

Content

- Overview of the current debate on corporate governance.
- Pronouncements on corporate governance in the UK, USA, Europe and leading countries.
- The role of shareholders and other stakeholders in the corporate governance debate.
- The role of the Board of Directors; internal and external auditors and management in the corporate governance debate.
- Audit committees.
- Risk management.

Reading

Solomon, J. (2020). *Corporate Governance and Accountability*, 3rd edition, John Wiley and Sons Publishers

Chamber, A. (2010). *Corporate Governance Handbook Lexis-Nexis*, 4th edition, Tottel Publishing

Tricker, B & Tricker, R. I. (2019). *Corporate governance: Principles, policies, and practices*. Oxford University Press, USA.

Monks, R. A., & Minow, N. (2011). *Corporate governance*. John Wiley & Sons.

Energy Markets

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

This course focuses on the major political, technical, and economic factors moving electricity, oil, and gas markets and how these sectors are interrelated. The course evaluates the influences on energy markets of recent developments in OPEC, Petrodollar movements and Russia, and discusses the increasing role of regulators. It also examines how major market players, such as oil companies, banks and hedge funds, move energy prices; and analyses the impact on fixed income, equity markets and financial institutions.

Learning Outcomes

By the end of this course, you should be able to:

- Identify key political, technical and economic factors that influence oil and gas sectors and how they are interrelated.
- Evaluate the role of OPEC in oil markets.
- Analyse electricity markets and the influence of oil and gas sources, as well as nuclear and coal.
- Compare and contrast roles of key regulators in energy markets.
- Identify key players in energy markets: energy companies, banks, fund managers and hedge funds.

Content

- Influential factors in energy markets.
- Market players.
- Oil sector.
- Gas sector.
- Electricity sector.
- Energy trading and influence on energy and other market prices.
- Regulators and energy markets.

Reading

Rosa, S. A., Doty, S. & Turner, W.C., (2020). Energy Management Handbook, Fairmont Press

Project Management

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

Today's competitive business environment is pushing companies towards a greater emphasis on innovation of product and processes. Project management offers a highly structured approach to effectively manage change and is capable of being adapted to fit a diverse range of applications. Managing projects is a highly complex job. If today's project leaders are to cope with complex projects, they need

to think of themselves as change agents – aspiring individuals who implement change by gaining the commitment and action of key people both inside and outside their organisation.

Through the acquisition of a range of tools and techniques this elective will aim to provide students with a basic understanding and knowledge of the key concepts and analytical skills underpinning the effective management of projects in any industry sector.

The objectives are:

- To learn the responsibilities and essential tools and techniques required to successfully plan, manage, control and evaluate any major project in a complex environment.
- To develop the fundamental skills required of all project managers: critical reasoning skills, quantitative analytical skills and integrative skills from both a theoretical and practical viewpoint.

Learning Outcomes

Upon completion of this course, students will be able to apply basic tools and techniques of project management in practice:

- Write a sponsor and project requirements definition.
- Construct a comprehensive project schedule.
- Evaluate a project plan subject to time, cost and resource constraints.

Content

- Project management growth.
- Project Planning.
- Project Stages and Sizing.
- Resource and Task Management.
- Scheduling techniques.
- Project Teams.
- Pricing and Cost Control.
- Contracts and procurement.
- Risk Management.
- Stakeholder Management.
- Project Evaluation and Reporting.

Reading

Verzuh, E. (2015). *The Fast Forward MBA in Project Management*, 4th ed., John Wiley & Sons

Lock, D. (2020). *Project Management*, 9th Rev Ed, Gower Publishing Ltd.

Kerzner, H. (2022). *Project management case studies*. John Wiley & Sons.

Kerzner, H (2013). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling*, 2nd Edition, John Wiley & Sons, New York

Meredith, J. R. , Shafer, S.M. & Mantel, S. J., & (2021). *Project management: a managerial approach*. John Wiley and Sons, Inc.

Product and Service Innovation

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

The aims of this course are to:

- Show the importance of new products to the business.
- Present a practical approach to the development of new products.
- Discuss the issues which impact on success/failure.

Learning Outcomes

On completing the course participants will:

- Understand the latest theories on delivering successful new product development.
- Understand the factors underlying the success or failure of new products.
- Understand the challenges of controlling and co-ordinating development projects.
- Understand the meaning, scale and scope of new product development.
- Be aware of what new product development means to business and why it has become important.
- Be aware of the challenges and opportunities posed by new product development.
- Be aware of the importance of the inter-relationship between marketing and other business functions for new product development success.

Content

- Product planning.
- The NPD process.
- Managing creativity.
- Idea generation.
- Screening.
- Portfolio management.
- Concept development & testing.
- Organisation for NPD.
- Project management.
- Development teams.
- Testing & market research.
- Commercialisation.

Reading

Crawford, C.M. and di Benedetto, C.A. (2015), *New Products Management*, 9th edition, Irwin McGraw-Hill

Baker, M. and Hart, S. (2007). *Product Strategy and Management*, 2nd edition, Prentice-Hall.

Kamrani, A. K., Azimi, M., & Al-Ahmari, A. M. (Eds.). (2013). *Methods in Product Design: New Strategies in Reengineering*. CRC Press.

Social Media and Consumer Behavior

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

Understanding consumers is the cornerstone of the marketing concept and the module draws on different disciplines within social science such as psychology and sociology to explore how and why consumers behave in an international context. The students will also gain first-hand experience of researching consumers within the SEE and EU through their project work.

Learning Outcomes

On completion of the course participants will:

- Understand different types of benefits a customer can bring to the firm.
- Learn the analytic tools to derive the potential return on investment for each customer opportunity.
- Learn to quantify and communicate buyer benefits to the customer.
- Understand and manage the customer decision-making process.

Content

- Perception, sensory thresholds, perceptual selection, learning, motivation, psychoanalytical perspective, means-end chain modelling.
- Values, involvement, attitudes and attitude change, the source versus the message.
- The self, gender roles, body image.
- Individual decision making, shopping, buying, evaluating and disposing.
- Group influences, word of mouth and opinion leadership.
- Income and social class, status symbols, age subcultures, euroconsumers.
- Culture and consumption and cultural change processes, environmentalism, postmodernism.

Reading

Evans, M., Jamal, A. and Foxall, G. (2011). *Consumer Behaviour*, 2nd Edition, Wiley.

Solomon, M., Bamossy, G., Askegaard, S. and Hogg, M. (2018). *Consumer Behaviour: A European Perspective*, 3rd edition, Pearson Education, London

Supply Chain Management

Teaching Hours and Credit Allocation: 16 Hours, 4 Credits

Course Assessment: Coursework

Aims

To provide a sound, cross-disciplinary education in three key areas: e-commerce, marketing and supply chain management.

Learning Outcomes

On completion of the course participants will be able to:

- Understand marketing and e-marketing concepts, including:
 - ✓ Introduction to basic concepts, customer value.
 - ✓ Assessing customer needs.
 - ✓ Product development.
- Understand supply chain concepts, including:
 - ✓ Inventory, forecast error, matching supply and demand.
 - ✓ Supply chain network configuration.
 - ✓ Inventory management and pooling.

- ✓ Strategic alliances.
- ✓ Procurement.
- ✓ Product development.
- Understand the technology behind e-business, including:
 - ✓ Fundamental building blocks.
 - ✓ Overall architecture.
 - ✓ Standards and protocols (XML, http, etc.).
- Have confidence in working with a company's senior and middle management in improving a supply chain.
- Respect others' viewpoints in a team.

Content

The front end involves customer interaction with a focus on marketing, e.g., 1-on-1 marketing. The back-end involves (a) IT systems that make e-business possible and (b) supply chain processes that ensure the delivery of the right product at the right time at the right place.

Reading

Chopra, S., & Meindl, P. (2010). Strategy, planning, and operation. *Supply Chain Management*, 15(5), 71-85.

Simchi-Levy, D., (2022). *Designing and Managing the Supply Chain. Concept Strategies*, 3rd edition. McGraw Hill/Irwin

Golinska, P. (Ed.). (2014). *Logistics operations, supply chain management and sustainability* (p. 619). Cham: Springer International Publishing.

Chopra, S (2019). *Supply Chain Management: Strategy, Planning and Operation*, Pearson

PART II: REGULATIONS & POLICIES

1. Tuition Fees

- a) IHU postgraduate students pay for their participation on the EMBA programme, total fees amounting to 6,000 €.
- b) Deposits: Following acceptance on a postgraduate programme of study at the IHU, you will need to secure your place with the payment of a deposit of 500€. (This deposit is non-refundable after commencement of studies at the IHU. Prior to that, a refund can be made minus a 20% administrative fee). The deposit will count towards the first instalment of your tuition fees. The deposit can be paid by bank transfer or bank draft.
- c) Tuition fees are paid in three instalments. The first day of each academic semester is set as the final date for payment. Proof of payment of the first fee instalment must be submitted by or upon registration of the student on Induction Day.
- d) No extension is provided for tuition fee payment and no different arrangement is permitted for payment of the first fee instalment. Exceptionally, a special arrangement for subsequent fee payments may be foreseen by the Scientific Director of the Programme following the respective request by the student provided there are exceptional reasons.
- e) Examination and coursework marks will not be disclosed by the School for students in arrears regarding the payment of fees. These students will not be permitted to proceed to the next semester of studies if payment has not been made according to the payment schedule, unless there are exceptional circumstances that have been communicated to and approved by the General Assembly of the School.
- f) In the final instance, students who have not paid the full tuition fees by the end of the programme will not be allowed to receive their degree until they have fulfilled this obligation within a deadline to be set by the General Assembly of the School.

2. Student identity

- 2.1 Registration on an IHU postgraduate programme confers the identity of student to the candidate. This identity expires upon receiving one's degree or upon expulsion from the university.
- 2.2 Students may use IHU facilities and services in the pursuit of their educational work, according to the stipulations of respective Governing Board decisions.

3. Mentor scheme

Academic mentoring has been established by the University in order to provide students with advice on a range of academic matters, such as assessing the current level of knowledge provided and identifying any impediments to the learning process that may be present, with the overall objective of enhancing open, continuous and direct communication between students and the faculty.

4. Programme Duration

- 4.1 The academic year begins on 1 January each year and ends on 31 January of the following year.
- 4.2 The duration of studies in order to acquire a postgraduate degree is three academic semesters.
- 4.3 The EMBA programme will begin on **26 January 2024**. Examinations and assessed work will take place throughout the Programme.
- 4.4 The maximum period for completion of the study programme is thirty (24) months. Extension of

the above deadline is generally not permitted. In certain exceptional cases, a short extension may be given, following approval by the General Assembly of the School of Humanities, Social Sciences and Economics.

5. Assessment

- 5.1 The programme is taught and assessed in English. Student assessment on each course is supervised by the course instructor(s).
- 5.2 Performance is assessed on a 1-10 scale.
- 5.3 To complete the programme successfully, students must pass all courses, achieving an average grade on each course and its assessment components (coursework and examination) of at least 5.00.
- 5.4 In special circumstances, such as when a student is unable to participate in the examinations or to submit a paper due to professional or health reasons, a special examination date may be set for the student or a new deadline for the submission of the respective coursework, following a decision by a competent committee appointed by the General Assembly of the School.
- 5.5 The programme has established procedures to enforce academic misconduct in either exams and/or coursework. All student submissions (either coursework or exam) submissions are checked against internet resources, stored student papers, journals, periodicals, and publications for plagiarism through the Turnitin platform. This specialized platform provides similarity reports to instructors, who shall investigate submissions for plagiarism. In the event plagiarism or academic misconduct is detected, instructors shall take further actions (see section 15).
- 5.6 The programme maintains a Declaration of Academic Integrity and student consensus policy. To mitigate instances of academic misconduct, exams are subject to recording. At the beginning of each academic year, we ask for students consensus via a questionnaire in the university's e-learning platform. In particular, we include the following statement:

“By selecting the option below, I consent to participate in the examinations with a use of a camera and a microphone through Zoom software. I also give my consent for the exams to be recorded through Zoom.

In case I do not give my consent, I will not be able to attend the examinations through Zoom.

By selecting the option below, I pledge that the answers of this exam are my own work without the assistance of others or the usage of unauthorized material or information.”
- 5.7 Coursework/exam results are published within 45 days from the date of submission/the examination.
- 5.8 A student is entitled to ask for feedback either for an exam or piece of coursework for a specific course within 15 days after the grade has been announced.

6. Assessment Regulations

The rules governing the calculation of course and overall degree marks are as follows:

- 6.1. To qualify for the Executive Masters in Business Administration degree, a student must acquire a total of 100 credits.
- 6.2. All courses must be passed individually.
- 6.3. Credits and marks are awarded for all courses successfully completed and passed.
- 6.4. It is compulsory to complete all coursework and exam components and no course mark can be awarded until these are completed.
- 6.5. All courses are assessed by both coursework and exam (without exception). Course assessment weightings may vary but exams cannot be weighted less than 50% in any case. A minimum mark of 5.00 must be achieved on each component (exam and coursework).

- 6.6. Students will be required to retake any failed assessment component in the next assessment period.
- 6.7. A student failing at the second attempt will normally be asked to withdraw immediately from the programme, following the decision in this respect of the General Assembly
- 6.8. Calculating the overall mark of a course in the case of a re-sit: in those cases where a student has passed a course component after a re-sit, the overall mark of the course will be calculated by combining the original grades awarded for other component(s) passed at the first attempt and the re-sit mark for the component passed at the re-sit, in line with relative credit values of courses, as set out in the table below.
- 6.9. A student is entitled to appeal against the grade received for an exam or piece of coursework for a specific course within 15 days after the grades have been announced. Students must provide full details of the grounds of their appeal in writing. Such appeals are assessed by an academic appointed by the Director of the Programme, within thirty (30) days of receipt of the appeal. As a result of an appeal, grades may stay the same, go up or down. In the case of group work, the decision to appeal should be taken unanimously by the students of the group.
- 6.10. A course mark is calculated by aggregating the marks for all assessment components.
- 6.11. To calculate the overall degree mark, course marks are combined using weightings in line with the relative credit values of courses, set out in the table below.

Assessment matrix of courses, hours, credits and weightings

Course title	Taught Hours	Credits	Assessment weightings used to calculate module mark	
			C/W	Exam
Induction Courses	24			
Core Courses				
Management of Organisations	16	4	100%	
Quantitative Methods & Decision Analysis	24	6	100%	
Human Resource Management and Leadership	24	6	40%	60%
Operations Management	16	4	100%	
Cost Management	16	4	100%	
Financial Reporting and Analysis	24	6	40%	60%
Entrepreneurship and Business Plan	16	4	100%	
Digital and Strategic Marketing	24	6	100%	
Corporate Finance	24	6	40%	60%
Business Strategy	16	4	100%	
Elective Courses				
Elective 1	16	4	100%	
Elective 2	16	4	100%	
Professional Skills Development	16	4	100%	

Field Trip Project	48	8	100%	
Business Consultancy Project	80	30	100%	
Degree Total	400	100		

7. Re-examination of Failed Courses

- 7.1 Students who fail a course will be required to retake any assessment component for which their mark falls below 5.00.
- 7.2 Resit provisions will apply to all failed courses under the following provisions:
- 7.3 The resit method and date shall be prescribed by the Course Office in accordance with the course regulations. The content of the re-assessed component will be decided by the Course instructor(s);
- 7.4 A course may be re-sat only once.
- 7.5 A student who successfully completes a re-sit shall be awarded the credits for the course. The grade awarded for other components will be the original grade. The course grade will be calculated using the weightings detailed in the matrix on the previous page. This grade will be used in calculating the overall degree grade.
- 7.6 A student who does not pass his or her resit by the date specified shall not progress on the Programme and the Programme Director shall make a recommendation to the General Assembly of the School that the student withdraw.

8. Coursework Submission

- 8.1 Coursework must be submitted via online submission to the E-learning platform at <https://elearn-ucips.ihu.gr/> (this constitutes your receipt of submission).
- 8.2 The deadline for all coursework is 17:00 (5pm) on the submission date, unless otherwise indicated by the lecturer.** Students are required to retain a copy of all coursework submitted.
- 8.3 Online coursework submission allows the course officer to check the timeliness of submissions.
- 8.4 Late submission of coursework is unacceptable other than in the most extreme circumstances. In such circumstances, a student must submit a written request for an extension in advance of the deadline to, and gain permission from, the relevant course office, NOT the lecturer. The student will need to produce supporting evidence as to why he/she is unable to meet the deadline. If permission is granted, a new submission date will be given without penalties to the grade. If students submit their coursework late without permission, a system of penalties will apply, as follows: Work submitted late without permission is immediately penalised by 7% for late submission plus 1% daily, including weekends. The maximum period for late submission is 2 weeks. Work submitted later than two weeks after the proper date shall not be accepted and shall therefore be graded with a mark of 0.00.

9. Class Attendance and Timely Arrivals

- 9.1 Students are expected to attend all lectures and all other scheduled activities.
- 9.2 Students are obliged to have the cameras on during lectures via Zoom. Professors are responsible for keeping track of students' presence/absence. Students who have the cameras off during lectures via Zoom will be considered as absent.
- 9.3 In the case of unavoidable absences, written proof of the medical or other serious personal or professional reason justifying that absence must be submitted. The General Assembly of the School is responsible for deciding whether the course must be taken when available the following year.

- 9.4 Unjustified absence (without written proof as per 10.2 above) for more than 6 teaching days in total may lead to suspension of the studies.
- 9.5 Late arrival to a lecture or class is unacceptable and the lecturer has the right to refuse admission. In any case, every effort should be made to ensure that entrance does not interrupt the lecturer or distract the class.
- 9.6 Lectures normally include breaks. Lectures are carefully prepared and timed and any delay in restarting may cause it to over-run. The lecturer has the right to refuse readmission to anyone returning late.

10. Good Conduct

- 10.1 Students must use university facilities and equipment properly and with due care, to prevent damage or malfunction, and otherwise shall bear the responsibility for replacing damaged items.
- 10.2 Students shall behave with respect towards the teaching staff and administrative personnel of the University, as well as towards their fellow students, and shall not cause problems with disorderly behaviour.
- 10.3 Mobile phones should be turned off during lectures. Phones ringing during a lecture are not only intrusive but also extremely offensive.
- 10.4 Students wishing to make audio-recordings during course tuition must obtain the lecturer's written permission.

11. Students' Complaints Procedure

- 11.1 Students who wish to make a complaint concerning the quality of an academic programme, any related service or member of the academic or administrative staff should first do so at the local level, by raising the issue with the individual, department or service provider directly involved. Issues of concern may often be resolved more quickly and effectively at this stage.
- 11.2 If a student decides to make a complaint, this will be taken seriously and confidentiality will be respected. Investigations will be carried out thoroughly and the issue determined fairly by someone who is not directly involved in the complaint. It should be noted, however, that complaint resolution may not be possible without revealing the identity of the complainant to the subject of the complaint and anonymous complaints will not be investigated. Allegations which are found to be unsubstantiated or malicious will be dismissed.

12. Appeal Committee

- 12.1 Students are entitled to submit an appeal to an Appeal Committee, appointed by the Governing Board, with respect to any decision concerning their status at the University. A student submitting an appeal is invited to exercise his/her right to be heard, according to Article 6 of the Greek Administrative Procedure Code.
- 12.2 The Appeal Committee examines any appeals against decisions of the Governing Board and/or the General Assembly of the School according to Article 24 of the Greek Administrative Code of Procedure.

13. Postponement of studies

Postgraduate students may postpone their studies for a period no longer than two successive academic semesters, following a respective application submitted to the General Assembly of the School – and

approval thereof – for reasons related to the student’s family and personal circumstances, which must be documented accordingly.

14. Bibliographies and References Format

Bibliographies and references are to be arranged in a single list at the end of the area of work and presented in alphabetical order according to the surname of the first author. In the case of identical surnames, alphabetise according to the first initial of the author’s forename. In the case of two or more references by the same author, the name is given for the first entry, and an eight-space line (the underscore key struck eight times) takes its place in subsequent entries. The entries are then arranged chronologically with most recent submissions first. Please note that you are solely responsible for ensuring accuracy and format consistency in the bibliography and references section of any papers you write.

Some examples:

Book Citation:

Dunning, J. H. (1993) *Multinational Enterprises and the Global Economy*. Addison-Wesley, Reading, United Kingdom.

Caves, R. E. (1982) *Multinational Enterprise and Economic Analysis*. Cambridge University Press, New York, NY, USA.

Tip: Don’t forget to give the name of the publisher in full, along with their location (city, state [for USA you show the abbreviation of the state], and country).

Edited Book Citation:

Kindleberger, C. P. (ed.) (1970) *The International Corporation*. MIT Press, Cambridge, MA, USA.

Szegedi, Z., Marer, P., and Waisvisz, P. (eds.) (1999) *Vállalati Esettanulmányok, 2. Kötet*. AULA Publishing Co., Budapest, Hungary

Chapter in a Book Citation:

Aliber, R. Z. (1970) A Theory of Foreign Direct Investment. In *The International Corporation*, Kindleberger, C. P. (editor), MIT Press, Cambridge, MA, USA.

Journal Article Citation:

Anderson, E. and Gatignon, H. (1986) Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. *Journal of International Business Studies*, Fall, pp. 1-26.

Tip: Don’t forget to include the page numbers on which the article appears. Also, remember that you italicize the title of the journal but not the title of the article.

Working Paper Citation:

Bellas, C. J., Bochniarz, Z., Jermakowicz, W. W., Meller, M., and Toft, D. (1994) *Foreign Privatization in Poland*. Center for Social & Economic Research (CASE), Warsaw, Poland, Working Paper, October.

Rojec, M., Jermakowicz, W. W., Illes, M., and Zemplerova, A. (1995) *Foreign Acquisition Strategies in the Central European Privatization Process*. Center for International Cooperation and Development (CICD), Ljubljana, Slovenia, Working Paper.

Tip: Don’t forget to include the name of the institution / organization and list the city and country where it is based (located) as noted in the publication.

Two or More Authors Citation:

Anderson, E., and Gatignon, H. (1986) Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. *Journal of International Business Studies*, Fall, pp. 1-26.

Rojec, M., Jermakowicz, W. W., Illes, M., and Zemplerova, A. (1995) *Foreign Acquisition Strategies in the Central European Privatization Process*. Center for International Cooperation and Development (CICD), Ljubljana, Slovenia, Working Paper.

Works by the Same Author Citation (that appear after one another):

Vernon, R. (1983) Organizing and Institutional Responses to International Risk. In Herring, R. (ed.), *Managing International Risk*, Cambridge University Press, New York, NY, USA, pp. 191-216.

_____ (1966) International Investment and International Trade in the Product Cycle. *Quarterly Journal of Economics*, No 80, pp. 190-207.

Works by the Same Author & Same Year Citation (that appear after one another):

Guyon, J. (1996a) *Lindahl to Succeed Barnevik as Chief Executive of ABB*. The Wall Street Journal Europe (WSJE), 11-12 October.

Guyon, J. (1996b) *At ABB, Globalization Isn't Just a Buzzword: It's a Corporate Culture*. The Wall Street Journal Europe (WSJE), 1 October.

Tip: Remember that you place the letter after the year in respect of the order in which these appear in your text. Hence, 'a' comes before 'b' and so forth.

Newspaper / Magazine Article Citation:

Rapoport, C. (1992) *How Barnevik Makes ABB Work*. Fortune, 29 June, pp. 24-27.

Roth, T. (1995) *Europe's Labors: Integrating the East, Reinventing the West Are One and the Same*. The Wall Street Journal Europe (WSJE), 30 June/1 July.

EIU (1999) *Business Eastern Europe*, Economist Intelligence Unit (EIU), 22 February.

Tip: Almost all newspaper/magazine articles have an author, so make sure that you properly cite him/her. Also, the title of the article is not italicised while the source publication is italicised.

Internet Citation:

Czech Invest (1998) <http://www.czechinvest.org/>.

Renault (2001) <http://www.renault.com>.

Tip: You only need to show the primary source (main site) of any Internet site and the year in which you accessed the web site.

Company Annual Report Citation:

Renault (1999) *1998 Renault Financial Report*. Boulogne-Billancourt Cedex, France.

Generali Budapest Biztosító Rt. (1993-97) *Company Annual Reports 1992-96* (Hungarian/German language editions). Budapest, Hungary.

Tip: For Annual Reports the year of publication is almost always the year after the reported year. For example, a 1998 Financial Report is published in 1999.

Example of a Bibliography (listed in alphabetical and chronological order):

Bibliography:

Aliber, R. Z. (1970) A Theory of Foreign Direct Investment. In *The International Corporation*, Kindleberger, C. P. (editor), MIT Press, Cambridge, MA, USA.

Anderson, E. and Gatignon, H. (1986) Modes of Foreign Entry: A Transaction Cost Analysis and Propositions. *Journal of International Business Studies*, Fall, pp. 1-26.

Bellas, C. J., Bochniarz, Z., Jermakowicz, W. W., Meller, M., and Toft, D. (1994) *Foreign Privatization in Poland*. Center for Social & Economic Research (CASE), Warsaw, Poland, Working Paper, October.

Caves, R. E. (1982) *Multinational Enterprise and Economic Analysis*. Cambridge University Press, New York, NY, USA.

Czech Invest (1998) <http://www.czechinvest.org/>.

Dunning, J. H. (1993) *Multinational Enterprises and the Global Economy*. Addison-Wesley, Reading, United Kingdom.

EIU (1999) *Business Eastern Europe*, Economist Intelligence Unit (EIU), 22 February.

Kindleberger, C. P. (ed.) (1970) *The International Corporation*. MIT Press, Cambridge, MA, USA.

Rapoport, C. (1992) *How Barnevik Makes ABB Work*. Fortune, 29 June, pp. 24-27.

Renault (1999) *1998 Renault Financial Report*. Boulogne-Billancourt Cedex, France.

Roth, T. (1995) *Europe's Labors: Integrating the East, Reinventing the West Are One and the Same*. The Wall Street Journal Europe (WSJE), 30 June/1 July.

Vernon, R. (1983) Organizing and Institutional Responses to International Risk. In Herring, R. (ed.), *Managing International Risk*, Cambridge University Press, New York, NY, USA, pp. 191-216.

Tip: Pay attention to detail and get your sources (facts) right!

15. Plagiarism – Fraudulent Coursework - Malpractice

15.1 Plagiarism is the passing off of the ideas or words of someone else as though they were your own.

It applies equally to the work of other students as to published sources. In addition, auto-plagiarism takes place when a student presents any prior writing of his or her own work, from another course or school, as entirely fresh work for course credit. This is also considered plagiarism.

15.2 Fraudulent or fabricated coursework is defined as work such as reports of laboratory or practical work that are untrue and/or fabricated, submitted to satisfy the requirements of a University Assessment in whole or in part.

15.3 Malpractice in University Assessments occurs when a candidate attempts to mislead or deceive the examiners concerning the work submitted for assessment. This includes colluding with others (including other students) in the preparation, editing or submission of work.

15.4 PENALTIES

The University takes a serious view of plagiarism, fraudulent, fabrication and malpractice and will act to ensure that students found breaching its guidelines are dealt with severely. This action may lead to expulsion from the University. All work is marked on the assumption that it is the work of the student: the words, diagrams, computer programmes, ideas and arguments should be their own. However, much coursework will be based on what students have read and heard and it is important that you show where, and how, your work is indebted to those other sources.

Range of Penalties:

When determining the penalty for a plagiarized, fraudulent, fabricated piece of work or other malpractice the following points should be taken into consideration that affects the severity of the penalty imposed:

- Severity of the offence (percentage of plagiarised work)
- The student's explanation and response to the allegation
- Maintenance of the principles of equal treatment and proportionality

15.5 Range of Penalties at School Level:

The penalties which can be imposed at School level, by the General Assembly of the School regard components of up to 50% of the course evaluation. The penalties range from a re-writing of a coursework to a capped mark for the whole course. In all cases a reprimand letter will be sent to the student from the School.

i) Re-writing of coursework by removal/correction of plagiarised parts: Work that is identified as plagiarised in part must be expunged and re-written before the mark for the assessment and for the course can be released. There will be a minimum 10% reduction in the mark of the re-written component. The mark will be aggregated with the marks for the remaining components of the course. Normal resit opportunities will be retained.

ii) Submit a new piece of work: On the same/similar topic or a different one (based on instructors' advice) the student will be required to submit a completely new assignment for the particular piece of coursework. There will be a minimum 10% reduction in the mark of the re-written component. The mark will be aggregated with the marks for the remaining components of the course. Normal resit opportunities will be retained in the case of a failed mark.

ii) Submit a new piece of work - component mark capped: On the same/similar topic or a different one (based on instructors' advice) the student will be required to submit a completely new assignment for the particular piece of coursework. The mark will be capped at 5 and will be aggregated with the marks for the remaining components of the course. Normal resit opportunities will be retained in the case of a failed mark.

iii) Submit a new piece of work – course mark capped: On the same/similar topic or a different one (based on instructors' advice) the student will be required to submit a completely new assignment for the particular piece of coursework. The mark is capped at 5 for the whole course and not only for the specific course component. Normal resit opportunities will be retained in the case of a failed mark for all course components.

15.6 Range of Penalties at Governing Board Level:

The penalties of course repetition and permanent exclusion from studies can only be applied by the Governing Board. Such penalties may be proposed by the General Assembly of the School to the Governing Board which is competent to take the final decision on the matter. Such penalties are recommended in cases of high severity of the offence (i.e., very high percentage of plagiarised work in dissertation thesis). The Governing Board has the discretion to also impose any of the aforementioned penalties, taking into account the severity of the offence.

i) Course mark capped - Repeat the course: The student will be required to repeat the respective course in which plagiarism has occurred in its entirety by attending the whole course again when this is next available. The mark for all course components is capped at the pass mark. The marks for other courses are retained. If the plagiarised offence occurred on modules such as the dissertation thesis, consulting project or similar, the student will need to wait for up to a year until a new allocation of projects and dissertations are in place.

iii) Permanent exclusion from the University with no award: The student will be requested to withdraw from his/her studies and no award will be made.

16. Academic Misconduct

16.1 The University takes very seriously any form of cheating in examinations or other forms of assessment, including plagiarism (see above), impersonation, collusion and disruption.

16.2 Cases of suspected academic misconduct will be reported to the course office and academic staff and, where misconduct is established, a range of penalties may be recommended to the General

Assembly, which body will decide on the penalty to impose. Its decision will reflect the severity of the offence and intent and may also result, in extreme circumstances, in expulsion from the University.

17. Examination Regulations

- 17.1 Students must bring their student ID document with them to all examinations. **Admission to an examination without the ID document is prohibited.**
- 17.2 Students must ensure that they arrive early enough to find the room in which they are sitting the examination. If they arrive up to half an hour late for their examination, they will normally be permitted to sit their exam. No extra time will be given and students must finish together with all others taking the same paper. Only in the case of exceptional circumstances delaying their attendance and beyond their control will the full allotted time be allowed for the paper.
- 17.3 Students will normally be permitted to enter the examination room approximately 10-15 minutes before the start of the examination and only after permission has been given by the invigilator.
- 17.4 Students are not permitted to take any coat or bag or personal belongings (other than those needed for an examination) to the examination desk. Before entering the room, an invigilator will announce where belongings should be placed. Possession of a mobile phone, walkman, pager, personal organiser or any electronic device (other than those specifically allowed for an examination) is strictly prohibited whilst sitting an examination. Mobile phones must be switched off and placed in the student's coat/bag. Failure to do so may result in disciplinary action. Belongings should be kept to a minimum. Possessions are left at students' own risk.
- 17.5 Upon entering the examination room, talking is strictly prohibited. During the examination, students must fully comply with the invigilator's instructions and requests. Failure to comply may result in expulsion from the exams and corresponding penalties imposed by the School General Assembly.
- 17.6 Once students have found their desk they must await the invigilator's instruction. They will be asked to fill in their details on the front of the answer booklets. At this time they must place their ID document, face up, on their desk in order for an invigilator to confirm their identity. The invigilator will give permission to start reading the question paper. It is in students' own interest to read the instructions on the question paper carefully.
- 17.7 Students are required to supply their own pens, pencils, etc., at each examination. Where permission is given, students must supply their own hard-copy dictionary and calculator. Electronic dictionaries are not permitted. Students must comply with all instructions given by an invigilator before, during and after the examination.
- 17.8 If a student has a query, he/she should raise a hand and an invigilator will approach them. Students must not vacate the desk for the duration of the examination without the express permission of an invigilator. Failure to comply is an examination offence and may result in the examination script not being marked.
- 17.9 Students are not permitted to leave the examination room during the first half hour or the last 15 minutes of the examination. If they wish to leave the room at any other time during the exam, they should raise their hand and an invigilator will respond to their request. When allowed to leave, students should leave the room as quickly and quietly as possible with due consideration to their fellow students who may still be working. If students are given permission to temporarily leave the room, they will be accompanied by an invigilator. During this time they will not attempt to contact any other person or consult any material relating to the examination.
- 17.10 When the invigilator announces the end of the examination, all students must stop writing. The front of each answer booklet must be fully completed and the flap must be sealed securely. Students

must not leave their desk until the script has been collected by an invigilator. A copy of the exam paper may only be taken if permission has been given to do so.

18. Extenuating circumstances

- 18.1 Students unable to attend an examination or to submit a piece of coursework at a set time due to illness, bereavement, business travel abroad or any other personal circumstance must submit documentary evidence testifying the reason for their absence. Students need to fill in a special Extenuating Circumstances Form (available on the E-learning platform at <https://elearn-ucips.ihu.gr/>) and submit it to the course office within 10 days after the examination/coursework submission deadline. This will be considered by a competent committee appointed by the General Assembly of the School, which will decide whether to accept the reason and allow the student to take the examination as a first attempt or allow the student to submit the coursework he did not submit on a new deadline (or allowable resit) or reject it and count the absence as a failure. In exceptional circumstances, and following approval by the General Assembly of the School, a special examination date may be set for the student or a new deadline given for submission of the paper.
- 18.2 **Special Examination Arrangements** Students with a physical or learning disability are given extra examination time or sit their examinations at an alternative venue along with any special provisions available. In order for students to apply for such special arrangements, they must provide the Course Office with current certification (from a responsible official state institution) detailing their condition well ahead of the exam period. The Course Office will decide on the special examination provisions to be made.

19. Business Consultancy Project Supervision and Submission

- 19.1 The Business Consultancy Project is supervised by an academic member of staff. Students are encouraged to have regular meetings with their supervisor. Supervisors assist students in their research work by acting as consultants and counsellors in matters of research process and practice: students are expected to become the experts in the topic they selected for research and take responsibility for their work.
- 19.2 The Business Consultancy Project is assessed by a three-member academic committee. If there is a difference of more than 3 points (on a scale of 1-10) in the evaluations of the three examiners, then a fourth evaluation is called for. The final grade awarded on the Business Consultancy Project will be the average of the mark given by the fourth examiner and the closest two marks to it of the other three marks.
- 19.3 The final Business Consultancy Project will be presented to the respective Committee.
- 19.4 To qualify for the EMBA degree, a student must achieve a minimum grade of 5.00 in the Business Project.
- 19.5 The Business Consultancy Project must be submitted in the approved format. The Project is due to be submitted by **25 July 2025**. Extension beyond this deadline will only be given in extreme circumstances and with the agreement of the student's supervisor and the Programme

Coordinating Committee. A maximum of two weeks' extension is permitted in the first instance. Any application for extension has to be made **three weeks before** the due date of submission by completing and submitting the Extenuating Circumstances Form (available on the E-learning platform at <https://elearn-ucips.ihu.gr/>). It is the student's responsibility to have the Extenuating Circumstances Form properly approved.

- 19.6 If the Business Consultancy Project is submitted late without permission, it will be immediately penalised by 7% for late submission plus 1% daily, including weekends. The maximum period for late submission is 2 weeks. Any Business Consultancy Project submitted later than two weeks after the proper (or approved) date shall not be accepted and shall therefore be graded with a mark of 0.00.
- 19.7 The submission requirements for Business Consultancy Projects are:
- Business Consultancy Projects must be submitted via online submission to the E-learning platform at <https://elearn-ucips.ihu.gr/> (this constitutes receipt of submission). The deadline is 17:00 (5pm) on the submission date.
- 19.8 The International Hellenic University has adopted an **Open Access Policy** from 10/02/2015 (<https://repository.ihu.edu.gr/xmlui/page/openaccess-policy-en>). In brief, Open Access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions.

Along with this policy, the IHU Library proceeded with the creation of an Institutional Repository (<https://repository.ihu.edu.gr/xmlui/> the online archive), where all scholarly material can be submitted, kept and managed.

Part of the collection consists of the Master's dissertations and PhD theses. **Students are strongly encouraged to submit their dissertations and theses to the repository making them accessible to the wider academic community.**

As the pdf file is the final version, content alterations are not possible.

This process is part of the dissertation/thesis submission workflow and is intended to ensure the content accuracy and quality of the dissertation/thesis submitted.

Students are strongly advised to carefully read the terms of submission before submitting their work<https://repository.ihu.edu.gr/xmlui/page/terms-en>.

20. Re-examination of failed Business Consultancy Project

- 20.1 Students who fail the Business Consultancy Project will be required to re-submit their Business Consultancy Project on the same or a similar topic. Students are allowed to re-submit their Business Consultancy Project only once, assuming a valid submission was made in the first instance.
- 20.2 The deadline for re-submission is 6 weeks after the publication of the mark of the first submission.

21. Assessment

- 21.1 The General Assembly of the School is responsible for considering and agreeing all assessment results and making decisions about whether students have met all the requirements of the programme. Any results given to students during the year are provisional prior to ratification by the General Assembly of the School. Any extenuating circumstances submitted by students, such as ill-health, are considered by the Director of the programme and any action shall be further confirmed by the General Assembly of the School.
- 21.2 Examination papers are marked initially by subject lecturers. All marks, coursework and examinations are reported to and verified by the General Assembly of the School. The Director of the programme shall mandate a proposition to the General Assembly of the School that confirms the final results. Examination results are made available to students no later than 12 working days after confirmation by the School's General Assembly meeting.

22. Degree Classification

The award of the degree shall be calculated on the basis of the overall aggregate of the course marks weighted according to their credit value. The classification shall be determined as follows:

Distinction will be awarded if:

The weighted average mark across all courses and the dissertation is 8.50 or above

Merit will be awarded if:

The weighted average mark across all courses and the dissertation is between 6.50 – 8.49 inclusive.

Pass will be awarded if:

The weighted average mark across all courses and the Business Project is between 5.00 – 6.49 inclusive

Fail. A student fails to meet the requirements for the award of a degree if:

The mark for any course or the Business Consultancy Project is below 5.00 after one resit examination or assessment.

PART III: UNIVERSITY FACILITIES

IHU Library & Information Centre

Mission statement

The Library mission is to provide high quality services to all members of the IHU academic community (students, researchers, teaching staff, administration staff, etc.) and to support user access to specialised knowledge in their scientific fields. The Library collection consists of books, journals, reference material, subscriptions to online databases and electronic journals, both relating to the modules taught on the EMBA & Masters Courses and to the wider research and information needs of the Academic Community.

Library collection

The Library cares for the enrichment and administration of its collection and other resources, in order to meet the educational, research and/or other cultural needs of the university community. The Library is also responsible for the administration of these collections according to its regulations of operation, including the process of selecting, ordering and acquiring material. The selection of the appropriate printed materials as well as other resources is assisted by the members of the academic community of the University.

Members of staff are responsible for ordering and taking receipt of the material. This process includes checking proper receipt of copies ordered and the invoice prices. The incorporation of the material into the collection is completed with the inventory and registration in the automated catalogue. The work is performed by librarians specialised in the digitised cataloguing of materials.

The following international standards are implemented in the processing of Library materials:

- For cataloguing: the Anglo-American Cataloguing Rules (AACR)
- For electronic cataloguing: the rules of Machine Readable Cataloguing (MARC21)
- For classification: the Dewey Decimal Classification system
- For subject terms: the Library of Congress Subject Headings (LCSH)

The Library Collection comprises a wide range in terms of subject, of book titles and print journals relating to the courses offered at the University. Databases and electronic materials are also available to the user community, ensuring that their educational and research needs are covered.

Collection Management

The books are located in the main Library area, classified according to the Dewey Decimal Classification System. Subject signs are displayed on the shelves to assist users in their search.

All books are available for loan according to the loan regulations, with the exception of reference material (dictionaries, encyclopaedias, art books and student theses), which are placed on distinct bookshelves.

The journals are clearly visible in alphabetical order on special display shelving. The journals are available only for use in the Library area and are not for loan.

Electronic databases and all other electronic materials are available on site in the Library. The databases can be accessed only by the internal users of the Library using passwords and personal codes.

The print material is catalogued on the automated Library system SIERRA using the MARC21 format, the Anglo-American Cataloguing Rules and the Library of Congress Subject Headings.

All print material is searchable through the Library online catalogue (http://opac.seab.gr/*eng).

Donations

All donations are welcome. Acceptance is on the basis of assessment and valuation. The criteria taken into account in the assessment are:

- The importance and/or rarity of the material contained in the donation (or other special reason)
- The donated material's relevance to the development objectives of the Library
- The fitness of the gift
- Respective gaps in the Library collection
- Any need to supplement the number of copies available within the collection due to frequent use.

Users

Access to the Library and reading rooms is open to all the members of the academic community and, upon respective authorisation, to members of the public.

“Library User” is taken to mean anyone entering the Library and reading rooms for the purpose of using their materials and resources for educational and research purposes. In the case of high attendance, priority is given to the Members of the Library.

Members of the Library and reading rooms are members of the university community, including: a) students, b) graduate students, c) lecturers, d) invited lecturers, e) academic staff, f) administrative staff and g) invited researchers.

Other external users are permitted to visit the Library and use (study) the print material only within the area of the Library. External users are not allowed to borrow material or use the databases and electronic material.

Personal data of members is confidential. Only Library employees acting in their capacity as such and the administrator of the database of the automated Library system shall have access to this data, which shall not be disclosed to any third party.

An information and assistance service operates in the Library area.

User obligations

Users are required to abide by the regulations, comply with the recommendations of staff and respect other users of the areas of the Library and reading rooms.

Users must use with respect all books, documents and any other material they use inside or outside the Library space. They must not write on or damage materials belonging to the Library.

Users are fully responsible and accountable for the loss or destruction, in whole or in part, of any document or equipment, or for damage or wear of materials beyond that resulting from their normal use; users are required to compensate the value of any such loss, damage or wear. The amount of compensation is determined by decision of the competent services of the Library subject to the approval of the relevant supervisory authority.

Smoking and the consumption of food or drink is prohibited on the premises of the Library and reading rooms. The use of mobile phones and any other device the use of which, at the discretion of staff, involves annoyance to other users is also prohibited.

Members of staff have the right, at their own discretion, to prohibit objects which can cause damage to the material or which may give cause for suspicion of intended theft.

Animals (other than guide dogs) are not allowed into the Library.

Users must not put the books or journals they have used back on the shelves, but should leave them on the desk designated for this purpose.

Borrowing


Terms of loans and renewals


All Library members have the right to borrow material.

The conditions under which a user may borrow material depends on the user category:

EMBA Students	up to 5 books for 35 days
Full-time and part-time Masters Students	up to 5 books for 5 or 15 days
Academic Staff	up to 5 books for 5, 15 or 35 days
Administration Staff	up to 3 books for 5 or 15 days
Alumni	up to 2 books for 5 or 15 days

The following signs on the book spine indicate:

 = 5 days loan

 = not for loan

 = reference material, not for loan

The material is inspected when borrowed and returned. In the case of damage or unjustified wear, a fine will be charged accordingly by the Library.

The loan period may be extended by users by contacting the Library staff.

Users can apply to reserve a book already out on loan. With the return of the book the interested user is notified by telephone or by email. The user who has the material on loan is required to return it within the time limits set by the automated Library programme and may not extend that period.

Electronic information services

The electronic resources are available locally on the University campus (Library area, PC Labs) or remotely via VPN instalment and the use of codes and passwords.

The Library staff can change the codes and passwords during the academic year in order to ensure the security of the codes. Users are always informed of such changes.

All users are obliged to sign the copyright agreement confirming that they will use databases for their own private purposes and that the codes and passwords will not be disclosed to any third party. In addition, users must affirm that the data they collect will be used only for academic purposes.

The Library website (<http://www.lib.ihu.edu.gr/>) provides information on all the services offered by the Library, such as electronic resources and a brief analysis of the same, bibliographic databases, electronic journals. Information about how to contact staff, hours of operation and a form by which to submit quick questions (Ask a librarian) are also available.

The IHU Library provides users with an interlibrary loan service allowing them to access material in other libraries, as defined by the decision of the supervisory authority. The material becomes subject to Interlibrary Loan provisions of this Regulation and to any other regulations imposed by the lending Library. The due date and overdue fees of the material borrowed are set by the lending Library.

Photocopying and digital reproduction

All Library users shall use the Library photocopy machine to cover only their needs as arising in the context of their studies.

If any item is not in good condition or there is a danger of suffering damage, it shall not be photocopied. Users are obliged to respect the legislation on the protection of intellectual property and copyright (up to 10% of the total number of pages of a single authored book is allowed).

Users are obliged to respect and comply with any license terms that the University has signed with third parties regarding the reproduction by any means of books (photocopying, photographing, electronic reproduction), the use of software and databases, and access conditions and use of such data.

User training

The acquisition of new sources, methods of information retrieval and the use of services provided require the proper training of Library Members so as to be in a position to fully benefit from Library resources and services. The Library operates an education service which is responsible for the organisation of appropriate training seminars.

Library working hours

The IHU Library & Information Centre is open throughout the year except during University holidays.

Opening hours: **Consult the library's website:**

<http://www.lib.ihu.edu.gr/index.php/the-library/working-hours>

Library Contact Details

T +30 2310 807560

library@ihu.edu.gr

ICT Services

Computer laboratories are available for student use and for teaching purposes on the University campus. The facilities provided are primarily PC-based computing and internetworking, reflecting the mix of Information & Communication technologies (ICT) available in the business community. The main PC labs have PCs with Windows 10, connected to the University campus area network and to the Internet, which gives users access to electronic mail, conferencing facilities, and library, academic and business information worldwide. There is also wireless (WiFi) access to the University network covering the entire campus, as

well as universal access to/from other Universities through the global EduRoam network. An extensive range of software includes a variety of generic PC software such as word processing, spreadsheet and business graphics, as well as more specialized software such as statistical packages, software development frameworks, simulation packages, CAD software and business management software. The facilities, together with the Computer Support Service, are designed to provide full IT support for students, backed up with all the help and advice they may require.

Careers Office

The Careers Office is one of the most active, dynamic and forward looking departments of the International Hellenic University. Its role is to actively engage students in exploring and pursuing their career aspirations by providing a wide range of career - related services.

Mission of the Careers Office

The Careers Office is committed to providing professional guidance, resources and access to employment opportunities to a diverse body of students and alumni. The office has adopted a student-centred philosophy according to which each student receives individual support for every career concern.

Webpages

- Visit the Careers Office website at <https://ecs.ihu.edu.gr/> and find out more about the services offered.
- Visit the Business Gateway portal at www.ihu.edu.gr/gateway and have access to employment and internship opportunities from the global job market.

Contact us

We welcome your questions regarding your career planning and your career opportunities. An IHU Careers Officer will respond to your inquiry as soon as possible. Please direct your inquiries to careers@ihu.edu.gr or give us a call.

Alumni Network

As an alumnus of IHU, you are invited to be a part of an active network that helps you to stay in touch with each other and feel part of the School after your graduation. The network is designed to facilitate your connections and to enhance global communication for both social and business opportunities.

Staying in contact with the IHU has a number of benefits, including:

- Individual career advising
- Lifelong support on career issues
- National and International networking opportunities
- Continued learning and career advising
- Access to online services
- Access to library resources
- Participation in various events including career fairs, reunions, social gatherings, symposiums and conferences

You become a member of the Alumni Network automatically upon graduation and membership is free of charge. Upon your graduation, you are eligible to become a member of “International Hellenic University Alumni” group at LinkedIn.

Alumni who decide to follow a second postgraduate programme of study at the IHU after the successful completion of their first programme at the IHU are granted a 20% fee discount.

We envisage that many alumni will maintain close links with the School and will be welcomed back to act as advisors or mentors, to work with us on recruitment both in Greece and abroad, providing invaluable help at University Fairs, and offering current students job briefings, mock interviews and advice on business research projects.

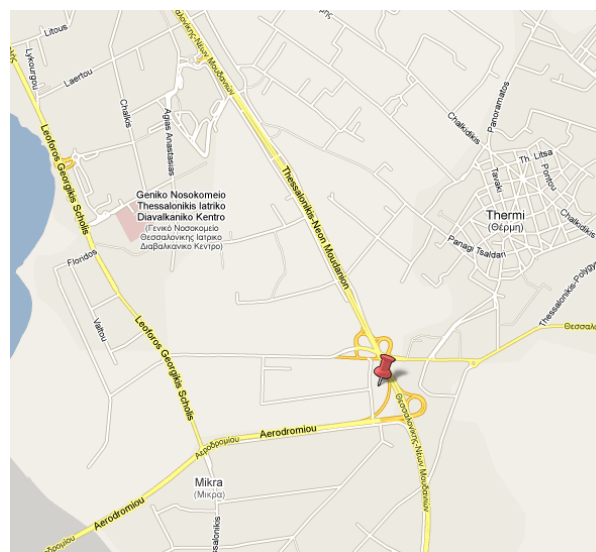
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Contact

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