

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Business		
ACADEMIC UNIT	Chios Campus		
LEVEL OF STUDIES	Postgraduate – Executive Master in Business Administration (MBA)		
COURSE CODE		SEMESTER	
COURSE TITLE	Innovation Management		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://aegeanmoodle.aegean.gr/course/view.php?id=1386		

(2) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>

To build a successful business today, you also must be equipped to turn disruptive innovation into competitive advantage. Focusing on the challenges facing business leaders (either in start-ups or within large corporates), this course helps students develop the critical skills to identify new business opportunities and transform them into profitable companies.

The course examines broad processes of innovation (the creation of markets, the flow of ideas, the dynamics of innovation and commercialization) and also related organizational processes (strategy, structure and internal processes that foster creativity) that are relevant to all organizations seeking to develop an entrepreneurial mindset. Students gain an appreciation of the competitive, institutional, political and economic drivers of innovation, and gain practical insights into analyzing business model viability, assessing opportunities, creating new ventures and designing effective organizations for innovation.

General Competences

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

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Decision-making

Working in an interdisciplinary environment

Adapting to new situations

Production of free, creative and inductive thinking

Working independently

Team work

Criticism and self-criticism

(3) SYLLABUS

The course explores the entrepreneurial process and focuses on the following topics:

- Identifying and analyzing entrepreneurial opportunities
- Turning a viable opportunity into a focused strategy and well-defined business initiative
- Creating "pitches" to sell the idea to investors, customers, partners, and key employees
- Building the organization and capabilities needed to launch and nurture early-stage ventures
- Deciding whether to build capabilities in-house or obtain them through partnerships, joint ventures, or potential acquisitions
- Evolving the strategy, organization, and leadership model as the business grows
- Recognizing and managing risk, while creating and measuring value.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching Use of the University's digital learning platforms	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39
	Weekly projects	43
	Study and analysis of bibliography	43
	Course total	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Final examination Weekly projects (problem solving, open-ended questions, written work, class presentations and discussion)	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

- *“The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses”, by E. Ries*

- *Related academic journals:*

Case studies: Harvard Business School, Stanford Graduate School of Business