

## COURSE OUTLINE

### 1. GENERAL INFORMATION

<b>SCHOOL</b>	MARITIME AND INDUSTRIAL STUDIES		
<b>DEPARTMENT</b>	INDUSTRIAL MANAGEMENT AND TECHNOLOGY		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
		<b>SEMESTER OF STUDY</b>	A & B
<b>COURSE TITLE</b>	PERSONAL SKILLS DEVELOPMENT		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case in which credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at section 4.</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialized general knowledge, skills development</i>	Skill Development		
<b>PREREQUISITE COURSES:</b>	None		
<b>LANGUAGE OF INSTRUCTION and EXAMINATION/ASSESSMENT:</b>	Greek / English		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>			

### 2. LEARNING OUTCOMES

<p><b>LEARNING OUTCOMES</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail. It is necessary to consult:</i></p> <p>APPENDIX A</p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications' cycle, according to the European Higher Education Area's Qualification Framework.</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and APPENDIX B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul> <p>The aim of the course is to understand the importance of developing soft skills as a critical success factor in the modern business environment. In this context, this seminar series seeks to help students identify and develop their communication and presentation skills, their teamwork competencies, as well as their creativity, negotiation, and decision making skills through the use of experiential exercises, business games and simulations, self-assessment tests, and role-playing.</p> <p>Upon successful completion of the course, the students will be able to develop a set of skills and increase their understanding of key concepts referring to:</p> <ul style="list-style-type: none"> <li>• The process of effective communication and presentation both within and across the organization.</li> <li>• The design and management of teams.</li> <li>• Idea development techniques.</li> <li>• Decision making practices.</li> <li>• Negotiation, conflict management, and providing feedback practices across different levels of hierarchy.</li> </ul> <p><b>General Competences</b></p>
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*Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aims*

<i>Search for, analysis and synthesis of data and information, by the use of technologies that are necessary according to the case</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>Environmental awareness</i>
<i>Independent work</i>	<i>Social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Critical consciousness, criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Development of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	
<i>Introduction of innovative research</i>	

The general competences that the student should have acquired and that the course is aimed at are:

- Search for, analysis and synthesis of data and information, by the use of technologies that are necessary according to the case
- Adapting to new situations
- Decision-making
- Independent work
- Team work
- Working in an international environment
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Environmental awareness
- Social, professional and ethical responsibility and sensitivity to gender issues
- Critical consciousness, criticism and self-criticism
- Development of free, creative and inductive thinking

### 3. COURSE CONTENT

The course covers the following sections:

- Real-time decision making.
- Communication and feedback procedures between manager and employees.
- Designing teams and effective teamwork.
- Creativity and new ideas generation.
- Negotiation and conflict management.
- Managing people in virtual/technology mediated workplaces.

A combination of teaching and learning methods will be used to actively involve students and emphasize on the practical application of the topics under consideration: lectures using audiovisual media, analysis and discussion of experiential (group) exercises, case study and scenario analyses. Students will also participate in a group-based business game and simulation exercise.

### 4. TEACHING METHODS - ASSESSMENT

<b>TEACHING MODE</b> <i>Face-to-face, in-class lecturing, on distance teaching and distance learning etc.</i>	In-class lecturing, webinars, supportive audiovisual material.	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in Teaching, Laboratory Education, Communication with students</i>	<b>Teaching:</b> Lectures with audiovisual media, support of the learning process through the eclass platform. <b>Laboratory Education:</b> Use of open access and in-house software for laboratory exercises <b>Communication with students:</b> Face-to-face at office hours, email, eclass	
<b>COURSE DESIGN</b> <i>Description of teaching techniques, practices and methods:</i>	<b>Activity / Method</b>	<b>Semester Workload</b>
	Lectures	12
	Group presentations	8

<p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, clinical practice, Art Workshop, Interactive teaching, Educational visits, project, Essay writing, Artistic creativity, etc.</p>	Self-study of lecture material	15
	Counselling	5
	Course Total	<b>40</b>
<p>The study hours for each learning activity as well as the hours of non- directed study are given according to the principles of the ECTS</p>		
<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p> <p>Detailed description of the evaluation procedures: Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice questionnaires, short- answer questions, open-ended questions, problem solving, written work, Essay/report, oral exam, public presentation, laboratory work, art interpretation, other.....etc</p> <p>Evaluation criteria are specifically defined and given as well as if and where they are reported and accessible to students.</p>	<p><b>Language of exams:</b></p> <p><b>Assessment Methods:</b> Students will be graded upon a fail or pass evaluation based on their performance on presentations during course activities (experiential exercises, role playing, business game, case studies) - public presentation and laboratory work assessment methods. Related assessment criteria are communicated to students at the beginning of the semester.</p> <p>In case of failure, in the September re-sits, the grade of the course is formed based on an individual assignment.</p> <p>The evaluation of students with special learning difficulties in writing and reading (as certified and qualified by a competent institution) is performed according to the relevant procedure decided by the Department Assembly.</p> <p><b>Notification of the Assessment Criteria:</b> The evaluation criteria are made known during the first lecture and are clearly stated on the course website and/or eclass. Students have the opportunity to receive explanations about the grade they received.</p>	

## 5. SUGGESTED BIBLIOGRAPHY

<p>- Bibliography</p> <ul style="list-style-type: none"> <li>Deborah M. Kolb. (2021), On Managing your Self, vol. 2, Harvard Business Review Press.</li> <li>Bruce Tulgan, (2015). Bridging the Soft Skills Gap: How to Teach the Missing Basics to Today's Young Talent, Wiley.</li> <li>Harvard Business Review Manager's Handbook: The 17 Skills Leaders Need to Stand Out, (2017). Harvard Business Review Press.</li> <li>People Skills for a Virtual World Collection (6 Books) (HBR Emotional Intelligence Series), (2022). Harvard Business Review Press.</li> </ul> <p>-Journals:</p> <ul style="list-style-type: none"> <li>Academy of Management Perspectives</li> <li>Academy of Management Discoveries</li> <li>Organizational Dynamics</li> <li>Sloan Management Review</li> <li>Harvard Business Review</li> <li>California Management Review</li> </ul> <p>-Lecture notes</p> <p>-Workshop material</p>
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- Case studies
- Self-assessment tests