

COURSE OUTLINE

1. GENERAL INFORMATION

SCHOOL	MARITIME AND INDUSTRIAL STUDIES		
DEPARTMENT	INDUSTRIAL MANAGEMENT AND TECHNOLOGY		
LEVEL OF STUDY	POSTGRADUATE		
COURSE UNIT CODE	L-ΔΓΟ303	SEMESTER OF STUDY	A & C
COURSE TITLE	MANAGING KNOWLEDGE AND ORGANIZATIONAL CHANGE		
INDEPENDENT TEACHING ACTIVITIES <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>		WEEKLY TEACHING HOURS	CREDITS
		3	6
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at section 4.</i>			
COURSE TYPE <i>general background, special background, specialized general knowledge, skills development</i>	Specialized General Knowledge		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATION/ASSESSMENT:	Greek & English in Erasmus classes		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://eclass.unipi.gr/courses/BDT182/		

1. LEARNING OUTCOMES

LEARNING OUTCOMES

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:

APPENDIX A

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

The aim of the course is to understand why and under which conditions and mechanisms knowledge is considered as one of the most important resources of modern organizations, leading to successful implementation of organizational changes, generation of innovation, and attainment of sustainable competitive advantage. This course, therefore, aims at understanding and implementing concepts and management practices that refer to the effective acquisition, processing, and use of knowledge resources in a way that allows organizations to learn, innovate, adapt to changes occurring in their internal and external environment, and achieve high performance

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:

- The different approaches towards managing organizational knowledge and the corresponding practices of completing knowledge-based projects within modern organizations.
- The mechanisms and processes of acquiring and utilizing knowledge assets for attaining innovative outcomes and managing (technological and organizational) changes.

- The different strategies available for establishing and managing collaborations and alliances for managing knowledge resources and organizational change.
- The interrelationship between knowledge resources and organizational learning, and the management of tensions and (seemingly) conflicting strategic goals.
- The key success factors of project teams designed to manage key knowledge assets and organizational change.

General Competences

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

Search for, analysis and synthesis of data and information, by the use of technologies that are necessary according the case

Adapting to new situations

Decision-making

Independent work

Team work

Working in an international environment

Working in an interdisciplinary environment

Introduction of innovative research

Project planning and management

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

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
- Introduction of innovative research
- Project planning and management
- 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

2. COURSE CONTENT

The course covers the following sections:

- Introduction to knowledge management and organizational change
- Structure and characteristics of knowledge-based organizations and the importance of managing change
- Organizational resources and strategic alliances for managing knowledge assets and change initiatives
- Managing knowledge and organizational learning
- Managing knowledge-based and change-focused teams
- Different models and practices for managing organizational change
- Knowledge creation, innovation, and organizational changes
- Designing and implementing a strategy for managing knowledge and organizational change

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 scientific texts and experiential (group) exercises, case study and scenario analyses, guest lectures. Students will also do group work (per week but also as part of their final course evaluation).

In addition, articles, audiovisual lecture material, web addresses, useful information, exercises and case studies are posted at eclass.

3. TEACHING METHODS - ASSESSMENT

<p style="text-align: center;">TEACHING MODE</p> <p><i>Face-to-face, in-class lecturing, on distance teaching and distance learning etc.</i></p>	<p>In-class lecturing, webinars, supportive audiovisual material at eclass.</p>																	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</p> <p><i>Use of ICT in Teaching, Laboratory Education, Communication with students</i></p>	<p>Teaching: Lectures with audiovisual media, support of the learning process through the eclass platform.</p> <p>Laboratory Education: Use of open access and in-house software for laboratory exercises</p> <p>Communication with students: Face-to-face at office hours, email, eclass</p>																	
<p style="text-align: center;">COURSE DESIGN</p> <p><i>Description of teaching techniques, practices and methods:</i></p> <p><i>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.</i></p> <p><i>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</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Activity / Method</i></th> <th style="text-align: center;"><i>Semester Workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Group presentations</td> <td style="text-align: center;">26,5</td> </tr> <tr> <td>Final group assignment</td> <td style="text-align: center;">50</td> </tr> <tr> <td>Self-study of lecture material</td> <td style="text-align: center;">40</td> </tr> <tr> <td>Exams (written)</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Counselling</td> <td style="text-align: center;">0,5</td> </tr> <tr> <td>Course Total</td> <td style="text-align: center;">150</td> </tr> </tbody> </table>		<i>Activity / Method</i>	<i>Semester Workload</i>	Lectures	30	Group presentations	26,5	Final group assignment	50	Self-study of lecture material	40	Exams (written)	3	Counselling	0,5	Course Total	150
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<p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</p> <p><i>Detailed description of the evaluation procedures:</i></p> <p><i>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</i></p> <p><i>Evaluation criteria are specifically defined and given as well as if and where they are reported and accessible to students.</i></p>	<p>Language of exams: Greek & English in Erasmus classes</p> <p>Assessment Methods: Course material is posted at eclass during the semester. The final grade of the course is as follows:</p> <ul style="list-style-type: none"> • 30% from the participation of students in course activities. • 40% from group exercises and presentations and final group assignment. • 30% from final written exams. <p>The written examination includes problem solving/ exercises/case studies. It is conducted with open books.</p> <p>Project topics and evaluation criteria are posted on eclass at the beginning of the semester. The groups consist of 3-5 students. Each assignment requires research and study of up-to-date literature, writing a text of 3000-5000 words (in total) and a 15-minute presentation.</p> <p>In case of failure, in the September re-sits, the grade of the course is formed based on students' performance on course activities and assignments as well as on their grade on the re-sit exam.</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>Notification of the Assessment Criteria: 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>																	

4. SUGGESTED BIBLIOGRAPHY

- Bibliography

- Schilling, M. (2020). Strategic Management of Technological Innovation. Sixth Edition, McGraw – Hill: New York, NY. ISBN:9780071289573.
- Tidd, J., & Bessant, J. (2018). Managing Innovation: Integrating Technological, Market and Organizational Change. Sixth Edition, John Wiley & Sons: England.
- Newell, S., Robertson, M., Scarbrough, H. & Swan, J. (2009). Managing Knowledge Work and Innovation. Second Edition, Palgrave: Basingstoke, Hampshire. ISBN:9780230522015.
- Nonaka, I. & Takeuchi, H. (1995). The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation. Oxford University Press: Oxford.
- Davenport, T. & Prusak, L. (2000). Working Knowledge: How organisations manage what they know. Harvard Business School Press: Cambridge, MA.

-Journals:

- Journal of knowledge Management
- Management Learning
- Journal of Product Innovation Management
- Research Policy
- Technovation
- California Management Review
- Journal of Change Management

-Lecture notes

-Workshop material

- Case studies
- Self-assessment tests
- Past exam and assignment papers