**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | BUSINESS AND ECONOMICS | | | | |
| **DEPARTMENT** | BUSINESS ADMINISTRATION | | | | |
| **LEVEL OF STUDY** | *POSTGRADUATE/ EDUCATIONAL MANAGEMENT* | | | | |
| **COURSE UNIT CODE** |  | **SEMESTER OF STUDY** | | 2ND | |
| **COURSE TITLE** | HUMAN RESOURCES MANAGEMENT IN LEARNING ORGANIZATIONS | | | | |
| **INDEPENDENT DIDACTIC ACTIVITIES** | | | **TEACHING WEEKLY HOURS** | | **ECTS CREDITS** |
| LECTURES | | | 3 | | 6 |
| **COURSE UNIT TYPE** | SCIENTIFIC AREA COURSE | | | | |
| **PREREQUISITES:** |  | | | | |
| **LANGUAGE OF INSTRUCTION/ EXAMS:** | GREEK | | | | |
| **COURSE DELIVERED TO ERASMUS STUDENTS** | YES (IN ENGLISH) | | | | |
| **MODULE WED PAGE (URL)** | http://moodle.teipir.gr/course/view.php?id=448 | | | | |

1. **LEARNING OUTCOMES**

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| **LEARNING OUTCOMES** | |
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| The orientation towards learning must constitute one of the basic abilities of organization, especially when we focus on the creation of a comparative advantage through the human resources development. In order to learn and change, the members of the organization must have skills in understanding the acceptances, frames and rules that lead current activity and be in position to doubt and change them when it is necessary. In this way, organization can adjust its internal functions so as to satisfy the changeable strategies and environmental demands and avoid to get trapped in the past. Basically, the members of organizations are called to doubt the way in which they see and consider the organizational reality and use different forms and intellectual shapes in order to create new skills, through which they will be able to expand the ability they have to create the future.  The course provides students with knowledge for the fundamental and most significant regions of Management and Human resources development in Learning organizations by using notions from chaos sciences, complexity and systemic thinking. The limits of external interference are presented and the significance of self-organization, so that changes in businesses will have acceptance and duration, is underlined.  After the successful attendance of the course, the postgraduate students will be in position:   * To describe real organizational problems and define the most suitable methodological approach and the steps they are about to make in solving the problem (methodological approaches, analysis of the complexity, finding satisfying routes, tools utilization, implementation of change). * To describe the way in which they will take advantage of the problem’s data processing results and support- by using arguments- the decisions they will make or suggest. * To be able to develop the experience or knowledge of previous cases, which are related to the particular examined problem and use them by adjusting them in the new conditions or particularities. * To analyze the organizational problems and catalytically support the acceleration of organic processes of change, which are inherent in every organized system. * To be able to create the frame in which individuals develop their creativity and undertake initiatives without rules of behavior from above. * To use the suitable methodological tools to support Management and human resources development * To analyze the data and results of the application of support tools of change and suggest satisfying routes in solving organizational problems that they examine and argue for their strategic choice. * To take advantage of the constant feedback that support tools offer them by creating alternative scripts of avoiding resistances and dead end points. * To assess the results of processing and reconsider the model they developed in dynamic environment conditions. | |
| **GENERAL SKILLS** |
| • Adjustment in new circumstances   * Independent work * Teamwork * Criticize and self-criticize * Advancement of free, creative and inductive thinking * Work in an interdisciplinary environment * Decision making | |

1. **COURSE CONTENTS**

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| * Introductory concepts of Organizational theory * Machines, mechanical thought and bureaucratic organization * Origins of mechanistic organization * Classic theory of management & planning of bureaucratic organizations * Scientific management * Advantages and restrictions of mechanistic view * Applications- Case studies * Organizations under the light of Biology * Organizational needs * The meaning of environment: Open systems * Contingency theory: The adjustment of organization in the environment * The variety of species * Advancing health and organization development * Vies of organizations from the aspect of population ecology * Organizational ecology: the creation of a common future * Advantages and restrictions of Organismic view * Learning and self- organized Organizations: The brain organizations * Brain images * Organizations as brains of processing information * Creating Learner organizations * Cybernetics, learning and studying to learn * Directions for the creation of “learning organizations” * Organizations as holographic brains * Principles of holographic planning * Advantages and restrictions of brain view * Systemic thinking & Human resources management * Introduction to Systemic Theory * S.W.O.T Analysis (Strengths, Weaknesses, Opportunities, Threats) * Polarity Management * Applications- Case studies * Balanced Scorecard-Management & human resources development * The four aspects: Financial ,Customers, Internal procedures, development innovation * Strategic map * Objective aims-measures-targets-actions * Applications- Case studies |

1. **TEACHING AND LEARNING METHODS- ASSESSMENT**

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| **MODE OF DELIVERY** | In-Class |
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGY** | Use of Information and Communication Technologies in Teaching and Communication with the students |
| *TEACHING METHODS* | |  |  | | --- | --- | | ***Activity*** | ***Semester workload*** | | Lectures | 39 | | Exercises- Actions | 13 | | Preparation of Group Project | 45 | | Independent and Directed Learning | 50 | | Preparation of Individual Project | **23** | | ***Total***  ***(25 hours workload per credit)*** | ***170*** | |
| *ASSESSMENT METHODS* | Theoretical part:  Ι. Individual Project (40%) which contains:  - Short case studies related to matters of management and human resources development in which will be assessed the degree that students are able:  to analyze data and the conditions of the case study,  to modelize problems with the most suitable method,  to define solutions and analyze the results.  ΙΙ. Presentation of Group Project (60%)  It is about the analysis and solution of a real study in which students should:  choose by using arguments, the most suitable methodology,  utilize suitable tools to analyze the complexity of the system that is viewed  examine all the alternative scripts or cases,  critically analyze the results of solution and suggest actions |

1. **RESOURCES**

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| *-RECOMMENDED BOOKS :*   * Kaplan,R.S. and Norton,D.P. (1996) The Balanced Scorecard-Measures that drive performance.Boston:HBS Press. * Kaplan,R.S. and Norton,D.P. (2001) The strategy-Focused organization.Boston:HBS Press * Kaplan,R.S. and Norton,D.P. (2006) ALIGNMENT Using the Balanced Scorecard to create corporate Synergies.Boston:HBS Press * Olve,N.-G.,Roy,J.and Wetter,M.(1999)Performance Drivers-a practical guide to using the balanced scorecard.Chichester:Wiley * Olve,N.-G and Sjostrand,A.(2002)The balanced scorecard.Oxford:Capstone * Senge,P.M.(1990)The Fifth Discipline-The Arts and practice of the Learning organization.New York:Currency Doubleday * Senge,P.M.(1994)The fifth discipline-fieldbook.London:Nicolas Brealey * Gareth Morgan.(1997)Images of organization * Jeffrey Goldstein(1994)The Unshackled Organization: Facing the challenge of unpredictability through spontaneous reorganization * Stephen P.Robbins,Timothy A.Judge,(2011) Essentials of Organizational Behavior.   *-RELATED SCIENTIFIC JOURNALS:*   * European Journal of Operational Research, Elsevier * Academy of Management * Journal of Management Studies * Journal of Organizational change management * Human Resource Management, Elsevier |