COURSE OUTLINE

1. GENERAL INFORMATION

FACULTY	ECONOMY AND MANAGEMENT		
DEPARTMENT	ORGANIZATIONS MANAGEMENT, MARKETING AND TOURISM		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	**1605-230821**	**SEMESTER**	**8th**
TITLE	**ENTREPRENEURSHIP AND INNOVATION IN TOURISM**		

Autonomous Teaching Activities	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures, Laboratory Exercises	3	5

COURSE TYPE	SPECIAL BACKGROUND
PREREQUISITE COURSES	NONE
TEACHING LANGUAGE	GREEK AND ENGLISH
COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBPAGE (URL)	https://exams-sod.the.ihu.gr/

2. LEARNING OUTCOMES

Learning outcomes
This course aims to introduce students to the concepts of entrepreneurship, innovation, business discovery. The student should be able to understand the different types of innovation and apply it at the level of regional development in the field of tourism, but also in particular be able to integrate business discovery into a Business Plan. The objectives of the course are as follows: 1. KNOWLEDGE: the recognition of the role and importance of new technologies in companies and organizations, 2. UNDERSTANDING: the importance of the methodology of smart specialization in the business microenvironment and the broader context of regional development so that the student can explain and conclude. 3. IMPLEMENTATION: the interdependence between innovation and business activities so that students discover new avenues of application. 4. ANALYSIS: students will be able to design and develop the importance of New Technologies in shaping the tourism product • 5. COMPOSITION: students gain the ability to compose and organize applications of entrepreneurship and innovation, using the balanced scorecard methodology. • 6. EVALUATION: students gain the ability to evaluate and compare case studies. In order to achieve the above objectives, the teacher uses a variety of learning tools and

more specifically,
1. Regarding the best possible recording of knowledge, an effort is made to enhance the auditory, visual and kinesthetic stimuli that students receive, and this is done through the use of verbal and non-verbal communication methods. During the lecture the teacher tries to retrieve memories from the students who attend the course, practices, and emotions, intensifying the readiness of the students to accept the new knowledge.
2. The understanding is achieved through the interpretation of questions that are asked, while the case is used j) the technique of framing, where the problem is adapted to the situation of the respondent, ii) the technique of hooking at points of interest, and iii) the technique of mirroring, through whose students are asked to change roles and approach the question in a different light.
3. Following the knowledge transfer model of Nonaka / Takeuchi follows the application and classification of newly-acquired knowledge in the existing knowledge background of students / three. At this stage, a more practical application of knowledge is given using examples from everyday work practice.
4. Then, just like the model of knowledge transfer, follows the analysis and deeper understanding of the context of the action and its effects.
5. The following synthesis is made according to the standards of internalization, adaptation, and re-creation of knowledge by the students who are called to create, compose, and mainly explain phenomena and behaviors.
6. In the final stage of the evaluation, the conclusions are formulated and confirmed either by bibliographic references or by the use of audiovisuals through interaction.

General Skills

Upon successful completion of the course students develop knowledge that will help them in:

- ✓ Search, analysis and synthesis of data and information, using the necessary technologies
- ✓ Adaptation to new situations
- ✓ Decision making
- ✓ Autonomous work
- ✓ Teamwork
- ✓ Working in an international environment
- ✓ Work in an interdisciplinary environment
- ✓ Production of new research ideas

3. COURSE CONTENT

• Week 1: Defining innovation and business discovery
Week 2-4: Finding a competitive and comparative advantage in a wider area, investing, and connecting with other productive sectors.
• Week 5: Intelligent Specialization: Regional Development Tool
Week 6-9: Creating a Business Plan by incorporating the possibility of innovation.
• Week 10: The Logic of Equal Node Networking and Changes in Transaction and Entrepreneurship.
• Week 11-12: Monitoring the indicators of successful implementation at a business level,

but also regionally.
Week 13: The importance of spatial planning in innovation and entrepreneurship. Case studies.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD	Face to Face
ICT USE	Power Use of PowerPoint slides (PowerPoint), and internet during teaching ● e-mail / Zoom meetings / MICROSOFT Teams
TEACHING ORGANIZATION	

Activities	***Working Load per Semester***
Lectures	39
Practice Exercises	26
Teamwork in a case study regarding business planning and profit management	15
Practice Exercises focusing on the application of methodologies and analysis of case studies in smaller groups of students	20
Individual practice tasks	20
Self-study	30
TOTAL	150

ASSESSMENT	Written final exam and written assignment (optional, presented in the room), which increases the score of the final exam. The written final exam (100%) includes: - Exercises - Problem-solving Comparative evaluation of theory data.

5. REFERENCES

-Suggested bibliography:

TEACHING BOOKS

Book 1: Innovation and Entrepreneurship, Book Code in Eudoxus: 59382654, Edition: 3rd Edition / 2016, Authors: Bessant J. -Tidd J., ISBN: 978-960-418-603-7, Type: Book, Publisher (Publisher)): PUBLICATIONS A. TZIOLA & SONS SA .

Book 2: BUSINESS MODEL INNOVATION, Book Code in Eudoxus: 86197960, Edition: 2/2019, Authors: VALVI THEODORA, KARAGIANNIS ILIAS, VLIAMOS SPYROS, 18-1 ISB): DISIGMA IKE PUBLICATIONS.

Supplementary bibliography

European Commission, (2009) The Role of Community Research Policy in the Knowledge-based Economy, EUR 24202 EN, Expert Group Report,

Foray, D., David, P.A. and Hall, B.H. (2009) Smart Specialization - The Concept, Knowledge Economists Policy Brief, June, No. 9, available at http://ec.europa.eu/invest-inresearch/pdf/download_en/kfg_policy_briefs_no_5_9.pdf.

http://ec.europa.eu/invest-in-research/monitoring/knowledge_en.htm.

Nelson, R.R. (1990) 'Capitalism as an engine of progress', Research Policy, Vol. 19, pp.193–214.

Doloreux, D. and Parto, S. (2004) 'Regional innovation systems: a critical synthesis', August, Discussion Paper Series # 2004-17, p.38, INTECH - United Nations University, Institute for New Technologies.

Giannitsis, T. (2009) 'Technology and specialization: strategies, options and risks', Knowledge Economists Policy Brief, May, No. 8, available at http://ec.europa.eu/invest-inresearch/monitoring/knowledge_en.htm.

VANHAVERBEKE, Wim (2012); Open innovation in SMEs: How can small companies and start-ups benefit from open innovation strategies? Vlerick Business School. Commissioned by Flanders District of Creativity. Brussels, 99.

Filkas Anastasios. Lecture Notes for the Course "Entrepreneurship" October 2008) Goniadis Iraklis, Chatzikonstantinou George Entrepreneurship and Innovation, 2009, Publications: Gutenberg

Georganta, X. Entrepreneurship and Innovations (2003). Anikoula Publications. Thessaloniki.) Ioannidis, S. Business and Entrepreneurship (2000). Papazisis Publications. Athens.