ERASMUS



HELLENIC MEDITERRANEAN UNIVERSITY

COURSE OUTLINES

Department of Business Administration and Tourism

School of Management and Economics

Academic Year 2026-2027

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GREEK LANGUAGE

COURSE OUTLINE

1. GENERAL			
SCHOOL	School of Management and Economics		
ACADEMIC UNIT	Department of Business Administration and Tourism		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	8000.1.038.0	**SEMESTER**	
COURSE TITLE	Greek Language		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	0	3
Total	**0**	**3**

COURSE TYPE general background, special background, specialised general knowledge, skills development	
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES
Learning outcomes
A1: Breakthrough or beginner
General Competences
A1: Breakthrough or beginner

3. SYLLABUS
• Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. • Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have. • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

4. TEACHING and LEARNING METHODS - EVALUATION	
DELIVERY Face-to-face, Distance learning, etc.	Lectures 3 hours per week
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	

TEACHING METHODS The manner and methods of teaching are described in detail.	**Activity** | **Semester workload** **Course total** |
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	Written Examination and Class Contribution and Lesson Participation

5. ATTACHED BIBLIOGRAPHY

Kleanthes & Frossos Arvantakis, Communicate in Greek for Beginners, Course Book + Audio CD, Deltos Publishing, First Edition July 2010, Reprinted September 2014.

Kleanthes & Frossos Arvantakis, Communicate in Greek for Beginners, Workbook One, Deltos Publishing, First Edition July 2010, and Supplementary Material

INTRODUCTION TO PROJECT MANAGEMENT

COURSE OUTLINE

1. GENERAL			
SCHOOL	School of Management and Economics		
ACADEMIC UNIT	Department of Business Administration and Tourism		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	8000.1.034.0	**SEMESTER**	
COURSE TITLE	Introduction to Project Management		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	3
Total	**3**	**3**

COURSE TYPE general background, special background, specialised general knowledge, skills development	
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, students will be able to:

- explain the principles, terminology and best practices of modern project management;
- describe the project life cycle and distinguish between predictive,
- prepare essential project documentation
- identify, analyse and prioritise project requirements and stakeholder expectations;
- develop a Work Breakdown Structure (WBS) and prepare realistic project schedules using appropriate planning techniques;
- estimate project duration, resources and costs using recognised estimation methods;
- monitor and control project progress using key performance indicators and project reporting techniques;
- communicate effectively within project teams and with project stakeholders;
- evaluate project success based on project objectives, business value and benefits realisation;
- apply digital tools supporting project planning, collaboration and monitoring;
- analyse real-world project management case studies and propose appropriate solutions.

General Competences

Upon successful completion of the course, students will strengthen their ability to:

• search for, analyse and synthesise information using appropriate digital technologies;
• work independently and as members of multidisciplinary teams;
• think critically and solve complex business problems;
• organise, prioritise and manage project activities effectively;
• make informed project management decisions;
• communicate professionally in written and oral form;
• adapt to changing business and project environments;
• demonstrate leadership, responsibility and ethical behaviour in project work;
• apply project management knowledge in digital transformation initiatives;
• promote creativity, innovation and continuous improvement.

3. SYLLABUS

Introduction to Project Management

• Definition of projects
• Project characteristics
• Project success factors
• Project management standards

Project Life Cycle

• Initiation
• Planning
• Execution
• Monitoring and Controlling
• Closing

Project Initiation

• Business Case
• Project Charter
• Project Objectives
• Success Criteria

Requirements Engineering

• Stakeholder Analysis
• Requirements Gathering
• Personas
• User Journey Mapping

Project Planning

• Scope Definition
• Work Breakdown Structure (WBS)
• Scheduling
• Milestones

• Resource Planning

• Cost Estimation

Project Monitoring and Control

• Progress Monitoring

• Project Reporting

Case Study

• Project proposal

• Project planning

• Project presentation

4. TEACHING and LEARNING METHODS - EVALUATION	
DELIVERY Face-to-face, Distance learning, etc.	The course is delivered through distance learning and practical workshops supported by real-world case studies and project-based learning
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	The course extensively integrates digital technologies to support teaching, learning and collaboration. Students will use: • PowerPoint presentations, digital videos and other audiovisual teaching materials. • Zoom for distance learning, asynchronous communication via e-mail, and synchronous communication through videoconferencing services such as Zoom or Microsoft Teams and collaboration tool such as Mural. • AI-supported productivity tools where appropriate
TEACHING METHODS The manner and methods of teaching are described in detail.	**Activity** / **Semester workload** Lectures: 6 Seminars: 36 Interactive teaching: 8 Study & analysis of bibliography: 36 Independent study: 36 **Course total: 122**
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	Student assessment consists of continuous assessment and a final written examination. Seminar Assessment (50%) • Individual seminar assignments • Oral project presentation Final Written Examination (50%) The examination may include: • Multiple-choice questions • Short-answer questions • Scenario-based questions • Project planning exercises • Case study analysis Students must achieve at least 50% of seminar and 50% of written exam the total available points to successfully complete the course. Assessment criteria are communicated to students at the beginning of the semester.

5. ATTACHED BIBLIOGRAPHY

Required Literature

• Project Management Institute. (2021). A Guide to the Project Management Body of Knowledge (PMBOK® Guide), Seventh Edition.

• Project Management Institute. (2021). The Standard for Project Management.

• Axelos. (2023). Managing Successful Projects with PRINCE2® (7th Edition).

• Schwaber, K., & Sutherland, J. (2020). The Scrum Guide.

Recommended Literature

• Kerzner, H. (2022). Project Management: A Systems Approach to Planning, Scheduling, and Controlling.

• Meredith, J. R., Shafer, S. M., & Mantel, S. J. Project Management: A Managerial Approach.

• Goldratt, E. M. (1997). Critical Chain.

• Newbold, R. (1998). Project Management in the Fast Lane.

• Beck, K. (2004). Extreme Programming Explained: Embrace Change (2nd Edition).

• Project Management Institute. (2017). Agile Practice Guide.

Supplementary Literature

• Lecture notes and presentation slides.

• Case studies provided during the semester.

• Scientific papers published in leading project management journals.

• Current PMI, PRINCE2 and Scrum guidance documents.

• Online learning materials available through the university Learning Management System.

BUSINESS ENGLISH AND INTERCULTURAL COMMUNICATION

COURSE OUTLINE

1. GENERAL			
SCHOOL	School of Management and Economics		
ACADEMIC UNIT	Department of Business Administration and Tourism		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0800.1.007.0	**SEMESTER**	
COURSE TITLE	Business English and Intercultural Communication		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	4	5
Total	**4**	**5**

COURSE TYPE general background, special background, specialised general knowledge, skills development	Compulsory
PREREQUISITE COURSES	A minimum of B2 level English language proficiency (CEFR).
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/BAT196/

2. LEARNING OUTCOMES

Learning outcomes

EXPECTED LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

1. **communicate** effectively in English in academic, professional and business contexts, using appropriate linguistic and communicative strategies;
2. **use** business and professional English terminology accurately in spoken and written communication;
3. **analyse** authentic academic and business texts and **extract** relevant information using appropriate reading and listening strategies;
4. **produce** clear, coherent and appropriately structured professional documents, including business correspondence, emails, CVs and cover letters;
5. **deliver** effective oral presentations and participate confidently in discussions, meetings and networking situations;
6. **apply** key principles of **intercultural communication** to communicate appropriately and effectively with people from diverse linguistic and cultural backgrounds;
7. **demonstrate intercultural awareness, cultural sensitivity and respect for diversity** by recognising how cultural values, beliefs and communication styles influence professional interactions;
8. **collaborate** effectively in multicultural teams, demonstrating professional etiquette, critical thinking and effective interpersonal communication skills.

General Competences

GENERAL COMPETENCES

- **Communicate effectively** in **English for Academic Purposes (EAP)** and **English for Specific Purposes (ESP)** across academic, professional and intercultural contexts.
- Demonstrate **academic literacy** and effective discipline-specific communication skills.
- Apply **critical thinking**, analytical reasoning and problem-solving in academic and professional communication.
- Demonstrate **intercultural competence**, **global citizenship** and respect for cultural and linguistic diversity.
- Work collaboratively and professionally in **multicultural** and **multidisciplinary** environments.
- Demonstrate **digital and information literacy** in academic and professional communication.
- Apply **ethical**, **inclusive** and **responsible communication** practices.
- Demonstrate **independent learning**, **reflective practice** and a commitment to **lifelong learning** and continuous professional development.

3. SYLLABUS

COURSE CONTENT

Business English and Intercultural Communication I (Winter Semester)

Business English and Intercultural Communication I is an undergraduate **English for Academic Purposes (EAP)** and **English for Specific Purposes (ESP)** course designed to develop students' academic, professional and intercultural communication skills through authentic learning materials and task-based activities.

The course covers the following thematic areas:

- **English for Academic Purposes (EAP):** academic reading, listening, note-taking, summarising and presentation skills.
- **English for Specific Purposes (ESP):** business, management and tourism terminology in academic and professional contexts.
- **Academic literacy:** discipline-specific vocabulary, academic conventions and effective communication strategies.
- **Business and organisational concepts:** organisational structures, sectors of the economy, entrepreneurship, management and marketing.
- **Professional communication:** business correspondence, professional emails and workplace communication.
- **Employability skills:** CVs, cover letters, LinkedIn profiles, networking and career communication.
- **Intercultural communication:** communication across cultures, professional etiquette and collaboration in multilingual and multicultural environments.
- **Transferable skills:** critical thinking, teamwork, oral presentations, active listening and digital communication.

Business English and Intercultural Communication II (Spring Semester)

Business English and Intercultural Communication II builds upon the knowledge and skills acquired in the first semester and further develops students' academic, professional and intercultural communication competence in international business environments.

The course covers the following thematic areas:

- **Advanced professional communication:** presentations, public speaking, meetings, negotiations and workplace interaction.
- **Business writing:** reports, memos, formal correspondence, professional emails and business documentation.

- **Data interpretation and presentation:** describing graphs, charts, trends and business data using appropriate terminology.
- **Intercultural communication:** global business communication, intercultural awareness and communication across diverse professional environments.
- **Professional communication in business and tourism:** hospitality, tourism, accounting and banking terminology.
- **Career development:** job interviews, professional self-presentation, digital professional identity and international recruitment.
- **Critical communication skills:** problem-solving, decision-making and collaborative communication through case studies and authentic business scenarios.
- **Professional and transferable skills:** leadership, teamwork, ethical communication, digital literacy and lifelong learning.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	DELIVERY MODE: Face-to-face teaching, supported by the University's e-Class learning management system. Blended learning approaches may be adopted where appropriate.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	**USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)** • Use of the **eClass** platform for the dissemination of learning materials, announcements, assignments and communication with students. • Use of **PowerPoint presentations**, authentic digital resources, multimedia and online learning materials. • Integration of **audio-visual resources**, online corpora and authentic business communication materials. • Use of digital communication tools to support collaborative learning, presentations and professional communication. • Use of **AI-supported educational tools**, where appropriate, to enhance academic and professional communication while promoting responsible and ethical use.
TEACHING METHODS The manner and methods of teaching are described in detail.	
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	**STUDENT ASSESSMENT** Assessment consists of participation in selected classroom activities, an individual or group oral presentation in English on a topic related to the students' field of study, or a final written examination.

Activity	**Semester workload**
Lectures (52hs) - Interactive classroom activities, discussions, group work (25hs) - Independent study (18hs) - Preparation of coursework or oral presentation (15hs) - Preparation for the final examination (15hs)	125
Course total	**125**

5. ATTACHED BIBLIOGRAPHY

RECOMMENDED BIBLIOGRAPHY

1. **MacKenzie, I.** (2010). *English for Business Studies: A Course for Business Studies and Economics Students* (3rd ed.). Cambridge: Cambridge University Press.
2. **Talbot, F.** (2019). *How to Write Effective Business English: Your Guide to Excellent Business Communication*

(3rd ed.). London: Kogan Page.
3. **Duckworth, M.** (2019). *Business Result Upper-Intermediate* (2nd ed.). Oxford: Oxford University Press.
4. **Mascull, B.** (2010). *Business Vocabulary in Use: Advanced* (2nd ed.). Cambridge: Cambridge University Press.
5. **Corballis, T., Jennings, W., & McLisky, M.** (2019). *Αγγλικά των Επιστημών*. Nicosia: Broken Hill Publishers.
6. **Perdiki, F., & Malavitsi, Z.** (2018). *Economic and Business English in a Nutshell: A Coursebook for Specific and Academic Purposes for Students of Business Administration, Accountancy and Economics*. Thessaloniki: Ath. Alintzi Publications.

Additional Learning Resources

- Authentic business and academic texts provided through the University's eClass platform.
- Articles from international business newspapers and magazines (e.g. *Financial Times*, *The Economist*).
- Case studies, reports and multimedia resources selected by the instructor.
- Online dictionaries and corpora (e.g. Cambridge Dictionary, Oxford Learner's Dictionaries, British National Corpus).

Selected Journals

- *English for Specific Purposes*
- *ESP Today*
- *Journal of English for Academic Purposes*
- *Business Communication Quarterly*
- *Tourism Management*
- *International Journal of Hospitality Management*

BUSINESS ENGLISH AND INTERCULTURAL COMMUNICATION

COURSE OUTLINE

1. GENERAL			
SCHOOL	School of Management and Economics		
ACADEMIC UNIT	Department of Business Administration and Tourism		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0800.1.007.0	**SEMESTER**	1st
COURSE TITLE	Business English and Intercultural Communication		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	4	5
Total	**4**	**5**

COURSE TYPE general background, special background, specialised general knowledge, skills development	Mandatory
PREREQUISITE COURSES	A minimum of B2 level English language proficiency (CEFR)
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/BAT196/

2. LEARNING OUTCOMES

Learning outcomes

EXPECTED LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- **Communicate** effectively in English in academic, professional and business contexts using appropriate linguistic and communicative strategies.
- **Use** business and professional English terminology accurately in spoken and written communication.
- **Analyse** academic lectures and business-related learning materials, identify key information, and apply effective reading, listening and note-taking strategies.
- **Summarise**, paraphrase and communicate information orally from lectures and written materials using structured notes and appropriate academic communication techniques.
- **Demonstrate** an understanding of key business and management concepts, including organisational structures, the business environment, leadership and workplace motivation, and discuss these effectively in English.
- **Produce** clear, coherent and appropriately structured professional documents, including business correspondence, emails, CVs, video CVs and cover letters.
- **Deliver** effective oral presentations, participate confidently in discussions and networking situations, and present themselves professionally through effective elevator pitches.
- **Apply** key principles of intercultural communication to communicate appropriately and effectively with people from diverse linguistic and cultural backgrounds.
- **Collaborate** effectively in multicultural teams, demonstrating professional etiquette, critical thinking and

effective interpersonal communication skills.

General Competences

GENERAL COMPETENCES

Students completing this course will develop the ability to:

- **Communicate** effectively in English for Academic Purposes (EAP) and English for Specific Purposes (ESP) in academic, professional and business contexts.
- **Develop** academic literacy through effective reading, listening, note-taking, summarising and paraphrasing skills.
- **Understand** fundamental business and management concepts and communicate effectively about business-related topics.
- **Apply** appropriate business and professional English terminology in oral and written communication.
- **Strengthen** employability skills for academic and professional success, including career preparation, professional communication and workplace readiness.
- **Develop** intercultural communication competence by recognising different dimensions of culture and their impact on communication in academic and professional contexts.
- **Use** digital technologies and information resources effectively and responsibly to support academic and professional communication.
- **Cultivate** independent learning and critical thinking through academic, professional and intercultural communication tasks.

3. SYLLABUS

COURSE CONTENT

Business English and Intercultural Communication I is an undergraduate English for Academic Purposes (EAP) and English for Specific Purposes (ESP) course that develops students' academic, professional and intercultural communication skills through business-related topics and workplace communication. The course combines English language development with fundamental concepts of business and management, academic literacy, professional communication and employability skills, preparing students to communicate effectively in international academic and professional environments.

The course covers the following thematic areas:

- **English for Academic Purposes (EAP):** academic reading and listening strategies, lecture note-taking, summarising, paraphrasing, oral presentations and academic communication.
- **English for Specific Purposes (ESP):** business and professional English terminology, English as a Lingua Franca (ELF), discipline-specific vocabulary, abbreviations, prefixes and suffixes.
- **Business and management foundations:** microeconomics and macroeconomics, sectors of the economy, types of business organisations, organisational structures, entrepreneurship, the business environment (e.g. micro- and macro-environment, PEST analysis), principles of management, leadership styles, and major theories of workplace motivation.
- **Professional communication and employability:** business correspondence, professional emails, CVs, video CVs, cover letters, networking, elevator pitches and career preparation.
- **Introduction to intercultural communication:** key concepts of intercultural communication, cultural awareness, and effective communication in multicultural academic and professional environments.
- **Transferable skills:** critical thinking, collaboration, presentation skills, digital communication, and the responsible use of digital technologies for academic and professional purposes.

<table>
<tr><th colspan="2">4. TEACHING and LEARNING METHODS - EVALUATION</th></tr>
<tr><td>DELIVERY
Face-to-face, Distance learning, etc.</td><td>Delivery Mode: Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY
Use of ICT in teaching, laboratory education, communication with students</td><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES
• Use of the e-class platform for the dissemination of learning materials, announcements, assignments and communication with students.
• Use of PowerPoint presentations, authentic digital resources, multimedia and online learning materials.
• Integration of audio-visual resources, online corpora and authentic business communication materials.
• Use of digital communication tools to support collaborative learning, presentations and professional communication.
• Use of AI-supported educational tools, where appropriate, to enhance academic and professional communication while promoting responsible and ethical use.</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail.</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures (52hs) - Interactive classroom activities, discussions, group work (25hs) - Independent study (18hs) - Preparation of coursework or oral presentation (15hs) - Preparation for the final examination (15hs)</td><td>125</td></tr>
<tr><td>Course total</td><td>125</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure</td><td>STUDENT ASSESSMENT
Erasmus+ students may choose between:
(a) active participation in selected classroom activities and an individual or group oral presentation in English on a topic related to their field of study; or
(b) a final written examination.</td></tr>
</table>

5. ATTACHED BIBLIOGRAPHY

Recommended Bibliography

1. Liu, S., Volcic, Z., & Gallois, C. (2023). *Introducing Intercultural Communication: Global Cultures and Contexts* (4th ed.). SAGE.
2. Chaney, L. H., & Martin, J. S. (2022). *Intercultural Business Communication* (6th ed.). Pearson.
3. Dubicka, I., & Rosenberg, M. (2021). *Business Partner C1*. Pearson.
4. Talbot, F. (2019). *How to Write Effective Business English: Your Guide to Excellent Business Communication* (3rd ed.). Kogan Page.
5. Corballis, T., Jennings, W., & McLisky, M. (2019). *Αγγλικά των Επιστημών*. Broken Hill Publishers.
6. Perdiki, F., & Malavitsi, Z. (2018). *Economic and Business English in a Nutshell: A Coursebook for Specific and Academic Purposes for Students of Business Administration, Accountancy and Economics*. Ath. Alintzi Publications.

Additional Learning Resources

1. Authentic business and academic texts provided through the University's e-Class platform.
2. Current articles from international business newspapers and magazines (e.g. *Financial Times*, *The Economist*).
3. Contemporary case studies, professional reports and multimedia resources selected by the instructor.

4. Online dictionaries, learner dictionaries and corpora (e.g. Cambridge Dictionary, Oxford Learner's Dictionaries, British National Corpus).
5. Selected digital and AI-supported resources for academic and professional communication, used critically and in accordance with principles of responsible and ethical AI use.

Selected Journals

1. *English for Specific Purposes*
2. *Journal of English for Academic Purposes*
3. *ESP Today*
4. *International Journal of Business Communication*
5. *Journal of International and Intercultural Communication*
6. *Tourism Management*
7. *International Journal of Hospitality Management*

BUSINESS ENGLISH AND INTERCULTURAL COMMUNICATION II

COURSE OUTLINE

1. GENERAL			
SCHOOL	School of Management and Economics		
ACADEMIC UNIT	Department of Business Administration and Tourism		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0800.2.007.1	**SEMESTER**	2nd
COURSE TITLE	Business English and Intercultural Communication II		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	4	5
Total	**4**	**5**

COURSE TYPE general background, special background, specialised general knowledge, skills development	Mandatory
PREREQUISITE COURSES	A minimum of B2 level English language proficiency (CEFR)
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/BAT226/

2. LEARNING OUTCOMES

Learning outcomes

EXPECTED LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

- **Communicate confidently and effectively** in international academic and professional environments using appropriate linguistic, professional and intercultural communication strategies.
- **Deliver well-structured professional presentations** and use effective public speaking techniques in a variety of academic and professional contexts.
- **Interpret, describe and present** graphs, charts and other business data using appropriate business and academic English.
- **Compare major theories and models of intercultural communication** (e.g. Hall, Hofstede, Lewis, Byram and Spencer-Oatey) and recognise how cultural differences influence communication in professional contexts.
- **Communicate and collaborate effectively in multicultural learning environments**, demonstrating cultural awareness, professional etiquette and effective interpersonal communication skills.
- **Develop a professional digital identity** through effective LinkedIn profiles and other professional self-presentation materials.
- **Participate effectively in professional interviews, meetings and other workplace communication situations** through simulations and role-play activities.
- **Apply critical thinking, problem-solving and collaborative communication skills** in business and intercultural case studies and workplace communication tasks.

General Competences

GENERAL COMPETENCES

Students completing this course will develop the ability to:

- **Strengthen advanced academic, professional and intercultural communication skills** for international academic and workplace environments.
- **Develop effective presentation, public speaking and professional interaction skills** for academic and business communication.
- **Enhance intercultural communication competence** by recognising the influence of cultural differences on communication in international academic and professional contexts.
- **Strengthen employability skills** through professional self-presentation, digital identity, interview preparation and workplace communication.
- **Develop critical thinking, problem-solving and collaborative communication skills** in business and intercultural contexts.
- **Cultivate independent learning, reflective practice and a commitment to lifelong learning and continuous professional development.**

3. SYLLABUS

Business English and Intercultural Communication II is an undergraduate English for Academic Purposes (EAP) and English for Specific Purposes (ESP) course focusing on professional communication, intercultural awareness and employability in international academic and professional environments. Through presentations, workplace interaction and career-oriented activities, students strengthen the language, professional and interpersonal skills required for effective participation in multicultural academic and professional settings.

The course covers the following thematic areas:

- **Professional presentations and public speaking:** presentation planning and delivery, presentation design, public speaking techniques and audience engagement.
- **Professional communication:** meetings, meeting minutes, negotiations, professional emails and workplace interaction.
- **Business communication:** interpreting and presenting graphs, charts, trends and other business data using appropriate business English.
- **Intercultural communication:** major theories and models of intercultural communication (e.g. Hall, Hofstede, Lewis, Byram and Spencer-Oatey), cultural awareness, and communication in multicultural academic and professional environments.
- **Career development and professional identity:** job interviews, LinkedIn profiles, professional self-presentation and employability skills.
- **Business and tourism communication:** selected topics in tourism and hospitality, contracting with tour operators, and discipline-specific professional terminology.
- **Transferable skills:** critical thinking, problem-solving, collaboration, leadership and effective communication in multicultural environments.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Delivery Mode: Face-to-face

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• Integration of audio-visual resources, online corpora and authentic business communication materials.
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(a) active participation in selected classroom activities and an individual or group oral presentation in English on a topic related to their field of study; or
(b) a final written examination.</td></tr>
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RECOMMENDED BIBLIOGRAPHY

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2. Chaney, L. H., & Martin, J. S. (2022). *Intercultural Business Communication* (6th ed.). Pearson.
3. Dubicka, I., & Rosenberg, M. (2021). *Business Partner C1*. Pearson.
4. Talbot, F. (2019). *How to Write Effective Business English: Your Guide to Excellent Business Communication* (3rd ed.). Kogan Page.
5. Corballis, T., Jennings, W., & McLisky, M. (2019). *Αγγλικά των Επιστημών*. Broken Hill Publishers.
6. Perdiki, F., & Malavitsi, Z. (2018). *Economic and Business English in a Nutshell: A Coursebook for Specific and Academic Purposes for Students of Business Administration, Accountancy and Economics*. Ath. Alintzi Publications.

Additional Learning Resources

- **Instructor-developed learning materials**, including lecture notes, presentations, worksheets, language activities, and supplementary resources.
- Authentic academic, business, and professional texts.
- Selected case studies, professional reports, and multimedia resources.

Selected Journals

- *English for Specific Purposes*
- *ESP Today*
- *Journal of English for Academic Purposes*
- *Business Communication Quarterly*
- *Tourism Management*
- *International Journal of Hospitality Management*

SPECIAL INTEREST AND ALTERNATIVE FORMS OF TOURISM

COURSE OUTLINE

Responsible: Styliani Kladou

1. GENERAL			
SCHOOL	School of Management and Economics		
ACADEMIC UNIT	Department of Business Administration and Tourism		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0800.5.013.0	**SEMESTER**	1st
COURSE TITLE	Special Interest and Alternative Forms of Tourism		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	4	6
Total	**4**	**6**

COURSE TYPE general background, special background, specialised general knowledge, skills development	Scientific area
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Winter Semester
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/BAT333/

2. LEARNING OUTCOMES

Learning outcomes

The successful completion of the course reflects students'…

knowledge to:

• recognize the different approaches to sustainable tourism development as well as the different ethical/political/ideological/management principles behind them (LO1);

• describe the specific and alternative forms of tourism (LO2).

skills to:

• understand the role of tourism in the development process (LO3);

• apply the principles of sustainability to tourism development (LO4);

• assess the diversity of each form of alternative tourism (LO5);

• estimate the cost of an alternative tourism investment (LO6).

competency to:

• combine alternative forms of tourism to enhance the tourism product of a destination (LO7);

• develop a well-structured scientific paper on a topic about alternative tourism (LO8);

• think critically and evaluate tourism development options as well as business options guided by the principles of sustainable development (LO9).

General Competences

General abilities pursued:

- Research, analysis and synthesis of data and information using the necessary technologies
- Decision-making
- Autonomous work
- Teamwork
- Working in an international environment
- Presentation, self-development and leading skills

3. SYLLABUS

- Conceptual delimitation and basic concepts in special interest tourism and forms of alternative tourism domain, aligning with key concepts in destination management (resilience, adaptability, coherence, emphasis on locality, responsibility, towards green / blue development, etc)
- International development trends, their dominant motivations and characteristics, the decisive role played by parameters such as planning, organization, programming and management with regards to sustainable tourism development standards.
- Tourist destinations - Destination Marketing Management Organizations
- Primary motivation for Special and Alternative Forms of Tourism, group of products, a combination of by-products of each group
- Case studies from tourist businesses and destinations

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	In-class Face-to-Face, occasionally hybrid or online
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	projector, internet, PPT, video, e-class
TEACHING METHODS The manner and methods of teaching are described in detail.	
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	1. Project preparation & presentation (50%) 2. In-class activities (50%)

Activity	**Semester workload**
Lectures	48
Project	23
Activities	10
Analysis of relevant literature	12
Independent study	35
Guest lectures/field trips	12
Course total	**140**

5. ATTACHED BIBLIOGRAPHY

- Agarwal, S., Busby, G., Huang, R. (eds). (2018). Special Interest Tourism: Concepts, Contexts and Cases. CABI
- Rittichainuwat, B.N. (2018). Special Interest Tourism. Cambridge Scholars Publishing. (3rd edition).

- Annals of Tourism Research
- Tourism Management
- Journal of Travel Research
- Journal of Sustainable Tourism
- Journal of Destination Marketing & Management
- Journal of Place Branding and Public Diplomacy

FOOD AND BEVERAGE MANAGEMENT

COURSE OUTLINE

Responsible: Georgios Apladas

1. GENERAL			
SCHOOL	School of Management and Economics		
ACADEMIC UNIT	Department of Business Administration and Tourism		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0800.6.020.0	**SEMESTER**	Winter/Spring
COURSE TITLE	Food and Beverage Management		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	0	6
Total	**0**	**6**

COURSE TYPE general background, special background, specialised general knowledge, skills development	
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Both Winter and Spring Semesters
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/BAT295/

2. LEARNING OUTCOMES

Learning outcomes

Upon successful completion of the course, students are expected to be able to:

1. Demonstrate general knowledge of the origins and development of food service in hotels, restaurants, and institutions.
2. Describe the economic impact of the Food and Beverage industry.
3. Distinguish between commercial and institutional food service operations.
4. Identify trends that are likely to affect the food service industry in the coming years.
5. Identify a range of managerial, production, and service positions commonly found in the food service industry and describe their roles in the provision of Food and Beverage services.
6. Describe managerial responsibilities related to food service operations, including menu planning, purchasing, storage, food preparation, and recipe development.
7. Identify and explain the stages involved in menu planning and menu design.
8. Explain the importance and role of marketing in the Food and Beverage industry.
9. Identify the main functions and fundamental principles of Food and Beverage production.
10. Identify and describe the four main types of table service, as well as at least two additional categories of food service.
11. Understand and review the fundamental principles of Food and Beverage Management and Control.
12. Describe the appropriate sanitation, hygiene, and safety procedures and techniques applied in the Food and

Beverage industry.

General Competences

The main objectives of the course are:

- To prepare students to address the challenges associated with the Food and Beverage industry.
- To provide students with a fundamental understanding of the Food and Beverage industry through:
  - an analysis of its growth and development,
  - an examination of its organizational structure,
  - an exploration of its relationship with other hotel departments,
  - a focus on career opportunities and future industry trends.

3. SYLLABUS

Course Content – 13 Weeks

Week 1: Introduction to the Food and Beverage Industry

- Definition and scope of Food and Beverage Management
- Historical development of food service operations
- Main sectors of the Food and Beverage industry
- Commercial and institutional food service operations
- Current characteristics of the global Food and Beverage industry
- Career opportunities in Food and Beverage Management

Week 2: Organization of the Food and Beverage Department

- Organizational structure of the Food and Beverage department
- Roles and responsibilities of Food and Beverage managers
- Main operational departments:
  - Restaurants
  - Bars
  - Banqueting
  - Room service
  - Kitchen operations
  - Stewarding
- Coordination with front office, housekeeping, sales, marketing, and finance
- Internal communication and departmental cooperation

Week 3: Types of Food and Beverage Operations

- Hotels and resorts
- Independent restaurants
- Fast-food and quick-service restaurants
- Cafes, bars, and entertainment venues
- Contract and institutional catering
- Event and banquet catering
- Airline, cruise, hospital, school, and workplace catering
- Comparison of service concepts and operating models

Week 4: Menu Planning and Menu Design

- Objectives and functions of a menu
- Types of menus:
  - A la carte
  - Table d'hote
  - Set menu
  - Buffet menu
  - Cyclical menu
  - Tasting menu
- Factors affecting menu planning
- Nutritional, operational, cultural, and financial considerations
- Menu layout and design
- Menu descriptions and presentation
- Introduction to menu engineering

Week 5: Purchasing and Supplier Management

- Purchasing procedures and purchasing policies
- Product specifications
- Supplier selection and evaluation
- Requesting and comparing quotations
- Local, seasonal, and sustainable sourcing
- Ethical purchasing practices
- Receiving procedures and quality control
- Supplier relationship management

Week 6: Receiving, Storage, and Inventory Control

- Receiving procedures and documentation
- Inspection of quantity, quality, and condition
- Storage areas and storage requirements
- Dry, refrigerated, and frozen storage
- Stock rotation methods
- FIFO and FEFO systems
- Inventory records and stocktaking
- Par stock levels and reorder points
- Prevention of waste, theft, and spoilage

Week 7: Food Production Management

- Organization of kitchen operations
- Kitchen hierarchy and staff responsibilities
- Food production systems
- Recipe standardization
- Portion control
- Production planning and forecasting
- Kitchen workflow and equipment
- Coordination between kitchen and service staff
- Productivity and operational efficiency

Week 8: Food and Beverage Service Methods

- Principles of professional food service
- Types of table service:
  - American service
  - English service
  - French service
  - Russian service
- Buffet and self-service operations
- Counter and takeaway service
- Room service
- Banquet service
- Service sequence and standards
- Mise en place and preparation of the dining area

Week 9: Beverage Management

- Classification of alcoholic and non-alcoholic beverages
- Wine, beer, spirits, cocktails, coffee, tea, and soft drinks
- Bar organization and bar equipment
- Beverage purchasing and storage
- Beverage service procedures
- Introduction to wine service and food pairing
- Responsible alcohol service
- Beverage cost control
- Current trends in beverage consumption

Week 10: Food and Beverage Cost Control

- Importance of cost control
- Food cost and beverage cost calculations
- Standard recipe costing
- Portion cost and selling price
- Gross profit and contribution margin
- Budgeting and forecasting
- Sales analysis
- Labour cost control
- Waste control
- Break-even analysis
- Key performance indicators in Food and Beverage operations

Week 11: Hygiene, Food Safety, and Risk Management

- Personal hygiene standards
- Food contamination and foodborne illnesses
- Safe food handling procedures
- Temperature control
- Cleaning and sanitation programmes
- Allergen management
- Introduction to HACCP principles
- Occupational health and safety

- Emergency procedures
- Compliance with food safety legislation

Week 12: Food and Beverage Marketing and Customer Experience

- Role of marketing in Food and Beverage operations
- Market segmentation and target markets
- Branding and concept development
- Pricing strategies
- Promotion and digital marketing
- Social media and online reviews
- Customer expectations and service quality
- Complaint handling and service recovery
- Customer satisfaction and loyalty
- Creating memorable dining experiences

Week 13: Sustainability, Innovation, and Future Trends

- Sustainable Food and Beverage operations
- Food waste prevention and management
- Energy and water efficiency
- Reduction of single-use plastics
- Local and organic food sourcing
- Plant-based and health-conscious menus
- Technology in Food and Beverage Management
- Digital menus, mobile ordering, and automated systems
- Artificial intelligence and data analytics
- Future trends and challenges in the Food and Beverage industry
- Course review and student presentations

Indicative Practical Activities

Throughout the course, students may participate in:

- Menu planning and menu design exercises
- Recipe costing activities
- Supplier evaluation exercises
- Food and beverage cost calculations
- Restaurant and hotel case studies
- Service simulations
- Complaint-handling role plays
- Group projects
- Industry visits
- Guest lectures from Food and Beverage professionals
- Development of a Food and Beverage business concept
- Final group presentation

Teaching Methods

The course is delivered primarily through distance learning. Teaching is supported by lectures, presentations, case studies, online discussions, and practical activities related to Food and Beverage Management.

Students are expected to study independently and make use of relevant academic literature, professional

publications, and reliable online sources. They are also encouraged to use the printed and electronic resources available through the University Library.

Active participation, critical thinking, and the connection of theoretical knowledge with real examples from the Food and Beverage industry are strongly encouraged throughout the course.

Assessment Method

At the end of the semester, each student is required to submit an individual written assignment. The assignment must follow specific academic, structural, and formatting requirements established by the course instructor.

The topic, length, submission procedure, use of references, citation style, and evaluation criteria will be communicated to students in advance.

In addition to submitting the written assignment, each student must present their work before the instructor and the class. The presentation aims to demonstrate that the assignment has been independently prepared by the student and that they have understood the subject they have examined.

Following the presentation, the student will be required to answer relevant questions concerning the content, methodology, sources, findings, and conclusions of the assignment.

The final assessment may take into account:

- The quality and structure of the written assignment
- The appropriate use of academic and professional sources
- The accuracy of citations and references
- The student's critical analysis and understanding of the topic
- The practical application of Food and Beverage Management concepts
- The quality and clarity of the oral presentation
- The student's ability to answer questions and support their arguments
- Compliance with the instructions and submission requirements set by the instructor

4. TEACHING and LEARNING METHODS - EVALUATION	
DELIVERY Face-to-face, Distance learning, etc.	Distance learning
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	The course is delivered primarily through distance learning. Teaching is supported by lectures, presentations, case studies, online discussions, and practical activities related to Food and Beverage Management. Students are expected to study independently and make use of relevant academic literature, professional publications, and reliable online sources. They are also encouraged to use the printed and electronic resources available through the University Library. Active participation, critical thinking, and the connection of theoretical knowledge with real examples from the Food and Beverage industry are strongly encouraged throughout the course.

TEACHING METHODS The manner and methods of teaching are described in detail.	<table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Instructions: A limit of 3500 works per coursework applies (excluding references, endnotes, tables, figures etc). The usual discrepancy rule of 10% each way applies, but any paper short or in excess of the 10% threshold will be penalised. Please make sure that you consult the relevant literature. Make sure that you use the library facilities (electronic) available at HMU Crete's library or any other electronic database you feel comfortable with. The literature has to be fairly up-to-date and accurately referenced. Any coursework that shows very little effort to engage with the literature, or uses exclusively material written in home language will be marked down (and potentially fail) The deadline for both assignments is the 15June 2026. However, you can submit it earlier. Submission of BOTH electronic and hard copies to my office please. Failure to adhere to this rule will automatically fail you!!!</td><td></td></tr><tr><td>Course total</td><td></td></tr></table>
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	At the end of the semester, each student is required to submit an individual written assignment. The assignment must follow specific academic, structural, and formatting requirements established by the course instructor. The topic, length, submission procedure, use of references, citation style, and evaluation criteria will be communicated to students in advance. In addition to submitting the written assignment, each student must present their work before the instructor and the class. The presentation aims to demonstrate that the assignment has been independently prepared by the student and that they have understood the subject they have examined. Following the presentation, the student will be required to answer relevant questions concerning the content, methodology, sources, findings, and conclusions of the assignment. The final assessment may take into account: • The quality and structure of the written assignment • The appropriate use of academic and professional sources • The accuracy of citations and references • The student's critical analysis and understanding of the topic • The practical application of Food and Beverage Management concepts • The quality and clarity of the oral presentation • The student's ability to answer questions and support their arguments • Compliance with the instructions and submission requirements set by the instructor

5. ATTACHED BIBLIOGRAPHY

You can choose one of them

Indicative Reading

1. www.professionalchef.com/...B**CostControl**

2. https://quizlet.com/.../**manage**first-**cost**-**cont**...
3. https://quizlet.com/.../**cost**-**control**-flash-car.
4. www.flexstudy.com/catalog/schpdf.cfm?...
5. www.csun.edu/~hcbus012/.../chapter08.do
6. www.orms-today.org/orms.../**budgets**ide.ht
7. www.nxtbook.com/.../ahla/.../index.php
8. www.cpp.edu/.../planning%20a%20**menu**
9. www.keiabroad.org/.../Food%20and%20B.
10. www.slideshare.net/.../**menu**-the-**foundatio**
11. Alamsyah, D., Othman, N., Bakri, M., Udjaja, Y., & Aryanto, R. (2021). Green awareness through environmental knowledge and perceived quality. *Management Science Letters*, 11(1), 271–280. https://doi.org/ 10.5267/j.msl.2020.8.006
12. Atzori, R., Shapoval, V., & Murphy, K. S. (2018). Measuring generation Y consumers perceptions of green practices at Starbucks: An IPA analysis. *Journal of Foodservice Business Research*, 21(1), 1–21. https://doi.org/10.1080/15378020.2016.1229090
13. Gray, S. G., Raimi, K. T., Wilson, R., & Arvai, J. (2019). Will millennials save the world? The effect of age and generational differences on environmental concern. *Journal of Environmental Management*, 242, 394–402. https://doi.org/10.1016/j.jenvman.2019.04.071
14. Han, H. (2021). Consumer behavior and environmental sustainability in tourism and hospitality: A review of theories, concepts, and latest research. *Journal of Sustainable Tourism*, 29(7), 1021–1042. https://doi.org/10.1080/09669582.2021.1903019
15. Horovitz, B. (2008). Can restaurants go green, earn green. *USA Today*, *19*.
16. Hu, H. H., Parsa, H. G., & Self, J. (2010). The dynamics of green restaurant patronage. *Cornell Hospitality Quarterly*, *51*(3), 344-362.
17. Jones, P., Hillier, D. and Comfort, C. (2014), "Sustainability in the global hotel industry", *International Journal of Contemporary Hospitality Management*, Vol. 26 No. 1, pp. 5-17.
18. Juliana, J., Djakasaputra, A., & Pramono, R. (2020). Green perceived risk, green viral communication, green perceived value against green purchase intention through green satisfaction. *Journal of Industrial Engineering and Management Research*, 1(2), 124–139.
19. Kim, D. Y., & Park, S. (2020). Rethinking millennials: How are they shaping the tourism industry? *Asia Pacific Journal of Tourism Research*, 25(1), 1–2. https://doi.org/10.1080/10941665.2019.1667607
20. Lavuri, R. (2021). Extending the theory of planned behavior: Factors fostering millennials intention to purchase eco-sustainable products in an emerging market. *Journal of Environmental Planning and Management*, 1–23. https://doi.org/10.1080/09640568.2021.1933925
21. Lin, S. T., & Niu, H. J. (2018). Green consumption: Environmental knowledge, environmental consciousness, social norms, and purchasing behavior. *Business Strategy and the Environment*, 27(8), 1679–1688. https://doi.org/10.1002/bse.2233
22. Rizomyliotis, I., Poulis, A., Konstantoulaki, K., & Giovanis, A. (2021). Sustaining brand loyalty: The moderating role of green consumption values. *Business Strategy and the Environment*, 30(7), 3025–3039. https://doi.org/10.1002/bse.2786
23. Sarkis, J., Zhu, Q., & Lai, K. H. (2011). An organizational theoretic review of green supply chain management literature. *International journal of production economics*, *130*(1), 1-15.
24. Srivastava, S. K. (2007). Green supply?chain management: a state?of?the?art literature review. *International journal of management reviews*, *9*(1), 53-80.
25. Teng, C. C., Horng, J. S., Hu, M. L. M., Chien, L. H., & Shen, Y. C. (2012). Developing energy conservation and carbon reduction indicators for the hotel industry in Taiwan. *International Journal of Hospitality Management*, *31*(1), 199-208.

26. Teng, Y. M., & Wu, K. S. (2019). Sustainability development in hospitality: The effect of perceived value on customers green restaurant behavioral intention. *Sustainability*, 11(7), 1987. https://doi.org/10.3390/su11071987
27. Vuong, H. G., & Nguyen, M. T. (2018). Factors influencing millennials purchase intention towards fast fashion products: A case study in Vietnam. *International Journal of Social Science and Humanity*, 8(8), 235–240. https://doi.org/10.18178/ijssh.2018.V8.967
28. Yeh, S. S., Guan, X., Chiang, T. Y., Ho, J. L., & Huan, T. C. T. (2021). Reinterpreting the theory of planned behavior and its application to green hotel consumption intention. International Journal of Hospitality Management, 94, 102827. https://doi.org/10.1016/j.ijhm.2020. 102827
29. Yoo, S. R., Lee, S. W., & Jeon, H. M. (2020). The role of customer experience, food healthiness, and value for revisit intention in GROCERANT. *Sustainability*, 12(6), 2359. https://doi.org/10.3390/su12062359
30. Zhu, Q., Sarkis, J., & Lai, K. H. (2008). Confirmation of a measurement model for green supply chain management practices implementation. *International journal of production economics*, *111*(2), 261-273.

DESTINATION BRANDING

COURSE OUTLINE

Responsible: Styliani Kladou

1. GENERAL			
SCHOOL	School of Management and Economics		
ACADEMIC UNIT	Department of Business Administration and Tourism		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	0800.7.001.0	**SEMESTER**	2nd
COURSE TITLE	Destination Branding		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	0	6
Total	**0**	**6**

COURSE TYPE general background, special background, specialised general knowledge, skills development	
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English) — Spring Semester
COURSE WEBSITE (URL)	https://eclass.hmu.gr/courses/BAT273/

2. LEARNING OUTCOMES

Learning outcomes

The successful completion of the course reflects students'…

knowledge to:

• conceptually define the concept of branding (LO1);

• understand the importance of identifying the identity and alternative branding plans adequate for tourism businesses and tourist destinations (LO2).

skills to:

• evaluate the role of Destination Management Organizations for destination brand management strategies (LO3);

• critically analyze various branding strategies and plans developed by businesses and destinations (LO4).

competency to:

• design and implement branding plans adequate tourism businesses and destinations (LO5).

General Competences

• Research, analysis and synthesis of data and information using the necessary technologies

• Decision-making

- Autonomous work
- Teamwork
- Working in an international environment
- Presentation, self-development and leading skills

3. SYLLABUS

- Conceptual delimitation and basic concepts in branding (brand, brand name, logo, trademark, slogan, character, packaging, jingles, brand identity, brand image, brand personality, brand loyalty, brand equity, brand awareness, brand positioning)
- The role and importance of brand identity
- Management and promotion of brand identity
- Tourist destinations
- Destination Marketing Management Organizations
- Identity management of tourist destinations
- The identity of Greece - visual representations and symbols
- Case studies from tourist businesses and destinations

#

Topic

Study material

LO

Action

1

The concept of the brand

In Greek: Kapferer, J.N.: Κεφ. 1-2

Video: What is a brand?

https://www.youtube.com/watch?v=sQLlPC_alT8

LO1

Debrief

2

Conceptual delimitation & basic concepts in branding & destination branding

In Greek: Kapferer, J.N.: Κεφ. 1-4

Video: What is branding?

https://www.youtube.com/watch?v=JKIAOZZritk

LO1

Prof.Kavaratzis

workshop

3

In Greek: Kapferer, J.N.: Κεφ. 1-4

Video: What is branding?

https://www.youtube.com/watch?v=dpZfNNYUZEcY

LO1

CAVO SIDERO

4

The role and importance of corporate identity

In Greek: Μήλιος, Α.: Κεφ. 1

Video: What is brand identity?

https://www.youtube.com/watch?v=TQYXH3MQhdY

LO1

LO2

CAVO SIDERO

5

Management and promotion of corporate identity

In Greek: Μήλιος, Α.: Κεφ. 2

Kapferer, J.N.: Κεφ. 7

Video: How to build brand identity

https://www.youtube.com/watch?v=Me3MLxGDpXc

LO1

LO2

Q2

Project feedback

6

Destinations & destination brands

In Greek: Fletcher et al.: Κεφ. 6

Video: Tourism Destinations

https://www.youtube.com/watch?v=uxRGyQYxMmo

LO3

Q2

7

Destination Marketing Management Organizations

Teacher's notes; Pike

Video: Destination Marketing Organizations

https://www.youtube.com/watch?v=8CzJ1h5V0Po

LO3

Q3

8

Destinations and place identity

In Greek: Δέφνερ, Α., Καραχάλης, Ν.: Ενότητα 1

Video: Introduction to Destination Marketing: Destination Branding

https://www.youtube.com/watch?v=MIv_flNWfd8

LO3

Q4

Project deadline

9

Identity of Greece – visual representations and symbols

Teacher's Notes; PhD Thesis: Βάζου, Ε.

Video: All you want is Greece

https://www.youtube.com/watch?v=eMF5K4UC9B4

LO3

10

Branding strategies and plans

Morgan et al.; In Greek: Δέφνερ, Α., Καραχάλης, Ν.: Ενότητα 3

Video: How to write a Brand Strategy or Plan?

https://www.youtube.com/watch?v=a00UCpy4-FA

LO2

LO5

11

Case studies

In Greek: Μήλιος, Α.: Κεφ. 8-10

Notes

Video: AEGEAN, a new brand vision

https://www.youtube.com/watch?v=VYDIfdPpFhM

LO4

	LO5
	12
Student presentations	
	LO4
	LO5
Project presentations	
	13
Recap	
Role Playing Case	

4. TEACHING and LEARNING METHODS - EVALUATION	
DELIVERY Face-to-face, Distance learning, etc.	In-class Face-to-Face, occasionally hybrid or online
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	projector, internet, PPT, video, e-class
TEACHING METHODS The manner and methods of teaching are described in detail.	**Activity** | **Semester workload** **Course total** |
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	1. Presentation of an individual project (30%) in class 2. Report of an individual project (30%) 3. In-class exercises and case studies (40%)

5. ATTACHED BIBLIOGRAPHY

-Suggested Bibliography:

- Kladou, S. and Usakli, A. (eds.) (2025). *Understanding Destination and Place Branding*. Edward Elgar Publishing Limited.
- Pike, S. (2020). Destination Marketing: Essentials (3rd ed.). Routledge. https://doi.org/10.4324/9781003032205
- Morgan, N., Pride, R. & Pritchard, A. (2009). Destination Branding Revised: Creating the unique destination proposition (2ndedition).
- Ashworth, G. and Kavaratzis, M. (Eds.) (2010), *Towards Effective Place Brand Management. Branding European Cities and Regions.* Cheltenham: Edward Elgar Publishing Limited.
- Bayraktar, A. and Uslay, C. (2017), *Strategic Place Branding*. *Methodologies and Theory for Tourist Attraction*, Hershey: IGI Global.
- Kolb, B. (2006), *Tourism Marketing for Cities and Towns: Using Branding and Events to Attract Tourists*, Butterworth-Heinemann.
- Kozak, M. and Baloglu, S. (2011,) *Managing and Marketing Tourist Destinations: Strategies to Gain a Competitive Edge*, Oxon: Routledge
- World Tourism Organization (2007), *A Practical Guide to Tourism Destination Management*, Madrid: WTO.

- Academic Journals:

- Journal of Destination Marketing & Management
- Journal of Place Branding and Public Diplomacy

INTRODUCTION TO HISTORY OF CRETE & GREECE

COURSE OUTLINE

1. GENERAL			
SCHOOL	School of Management and Economics		
ACADEMIC UNIT	Department of Business Administration and Tourism		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΔΕ6092	**SEMESTER**	
COURSE TITLE	Introduction to History of Crete & Greece		

INDEPENDENT TEACHING ACTIVITIES if credits are awarded for separate components of the course	**WEEKLY TEACHING HOURS**	**CREDITS**
	0	3
Total	**0**	**3**

COURSE TYPE general background, special background, specialised general knowledge, skills development	
PREREQUISITE COURSES	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS	English
OFFERED TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning outcomes

To acquaint the visiting European Students (ERASMUS+) with the rich history, language, culture and civilization of Crete and Hellas

General Competences

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3. SYLLABUS

1. Cretan and Hellenic Mythology,
2. Cretan History - Minoan,
3. Cretan History - Hellenic, Roman, Byzantine, Arabic, Venetian, Turkish and 20th Century.
4. Hellenic History e.g. Classical Athens and Democracy, Delphi and Religion, Epidaurus and Theatre, Olympic Games, Macedonia and Alexander the Great etc. and Roman, Byzantine, Turkish and 19th-20th Century.
5. Cretan Culture and Tradition.
6. Study Trips to Museums, Archaeological Sites and Places of Interest.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Lectures 3 hours per week
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	http://history.heraklion.gr/background.php?url=index&id=&cat=&open=&lang=441&chron= and https://www.teicrete.gr/daidalika/ and Supplementary Material
TEACHING METHODS The manner and methods of teaching are described in detail.	**Activity** | **Semester workload** **Course total** |
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure	Written Assignment (3000 Words in English) on a mutually agreed research project on an aspect of Cretan Culture, or a Certificate of Attendance will be awarded.

5. ATTACHED BIBLIOGRAPHY

http://history.heraklion.gr/background.php?url=index&id=&cat=&open=&lang=441&chron= and https://www.teicrete.gr/daidalika/ and Supplementary Material

HELLENIC MEDITERRANEAN UNIVERSITY

International Relations Office

Estavromenos, 71410 Herakleion, Crete, Greece

iro.hmu.gr

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