

# Scientific Curriculum

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*BSc, MSc, MSc, PhD*

*Laboratory and Teaching Staff at University of Macedonia*



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# General Information

## 1.1 Personal Data

<b>Forename, Name</b>	Athanasios Tsirikas
<b>Father's Name</b>	Nikolaos Tsirikas
<b>Mother's Name</b>	Efrosyni Tsirika
<b>Place of Birth</b>	Thessaloniki, Greece
<b>Permanent Address</b>	24 Kritis Street, 54645 Thessaloniki, Greece
<b>Family Status</b>	2 children (14 and 15 years old)
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<b>Personal Web Page:</b>	<a href="http://www.tsirikas.com">www.tsirikas.com</a>

## 1.2 Academic Credentials

**Doctor of Philosophy**      **PhD in Strategic Knowledge Management and its impact on employee productivity and business performance.**

In depth study of the following scientific sectors: Organizational Behavior, Strategic Management, Knowledge and Learning Theories, Industrial Management, Communication Theory, Change Management and Empowerment.

Thesis title: "Strategic Knowledge Management Systems. Design and application of the "Communication and Knowledge Motivator" Model and its Strategic Impact on Average Productivity Rate." University of Macedonia (Public University), Department of Accounting and Finance. Thesis Supervisor: Professor Christos



Nicolaides. Other Members of the examination Committee: Prof. Achilleas Zapranis, Emeritus Prof. Papadopoulos Dimitrios.

### **ISCED 2011: 8**

#### ***Post Graduate Studies***

#### **1. MSc (Master of Science) in “Industrial Engineering-Management of Production Plants” (4- semester Degree).**

Management Techniques and Strategies, based on the Six-Sigma Principles, for Production Industries

In depth study of the following areas: Production Planning and Scheduling, Total Quality Management, Statistical Quality Control, Analytical Optimization and Simulation, Industrial Strategic Management, Inventory Management and Logistics, Managerial Economics, Marketing, Human Resources Management, Statistic and Stochastic Processes, Management of Communication Channels.

Thesis title: “Customer Relationship Management (CRM) in European Companies. A Holistic Approach”

Aristotle University of Thessaloniki, Greece. Department of Mechanical Engineering, Division of Industrial Management.

### **ISCED 2011:7**

#### **2. MSc (Master of Science) in “Advanced Materials Science” (4-semester Degree)**



**Program: Processes & Advanced Materials Technology.** The aim of the MSc Program was the systematic education of young scientists in new, advanced materials technologies and the development of inter-scientific research actions in materials science. In addition the program attempted to ensure for the postgraduate students, the solid foundations, the knowledge, the methods and basic principles that will help them in life-long learning, personal advancement and development of novel ideas in the application of modern up-to-date materials technologies.

Thesis title: "Polypropylene-Poly(Propylene-co-Ethylene) Industrial Compounds. The effect of Microstructure and of the Copolymer percentage on Rheology, Morphology and Mechanical Properties of the Material"

Aristotle University of Thessaloniki, Greece. Interdepartmental MSc Program

Web Site of the MSc Program:

<http://transp.cheng.auth.gr/dtpy/en/index.html>

**ISCED 2011: 7**

***Bachelor Degree***

Dipl. Mechanical Engineer. Aristotle University of Thessaloniki, Department of Mechanical Engineering. (1998). 10 Semester Bachelor Program.

Mechanical Engineering Science. Specialization in the field of Management of Renewable Energy Sources Projects.



**Thesis title: “Pelton Turbines. Technical parameters, Efficiency and Hydro-Power Plant Management”**

**ISCED 2011:6**

***COIL***

***(Collaborative Online  
International Learning  
Model)***

Certificate of Successful Attendance of the COIL Course

25 October to 06 December 2021 (30 hours)

Organized by The La Salle University of Mexico

***Scientific Interests***

- Management
- Project Management
- Human Resources Development
- Talent Development and Management
- Business Performance and Productivity
- Strategic Management
- e-business Management



### 1.3 Additional Scientific Training

- Training of senior executives in railway units management. French Railways (SNCF). Duration 40 hours. Venue: Paris, France, 2010 (in English)
- Business Administration, Financial Performance Analysis and Strategic Perspectives, Kapodistrian University of Athens. Duration 108 hours. Venue: Athens, Greece, March-June 2010
- Dynamics, stability and dynamic analysis of railway systems, National Center for Technological Development (CERTH). Duration 80 hours. Venue: Thessaloniki, June 2007
- Business Administration and Efficiency, Kapodistrian University of Athens. Duration 96 hours. Venue: Athens, Greece, July-November 2005
- High speed systems, International Railway Organization (UIC). Duration 80 hours. Venue: Paris, France, June 2005 (in French)
- Railway Systems Technology, SIEMENS A.G., KNORR BREMSE A.G. LIEBHERR A.G., STADLER A.G. Venue: Munich-Germany, Wien-Austria, Zurich-Switzerland. Duration 160 hours. June 2004 (in English)
- Project Organization and Management, Technical Chamber of Greece. Duration 40 hours. Venue: Thessaloniki, Greece, November 2001
- Business Excellence, BIRAL AG. Duration 40 hours. Venue: Stein am Rhein, Switzerland, December 2001 (in German-Swiss)
- Grounding of facilities, ELEMKO SA, Duration 16 hours. Venue: Thessaloniki, Greece, September 2000



- Quality Management - ISO. Deutsche Gesellschaft für Qualität (D.G.Q.). Duration 40 hours. Venue: Stuttgart, Germany, April 2000
- Central Air Conditioning Systems. WOLF A.G . Duration 80 hours. Venue: Mainburg, Germany, November 1999 (In German)
- Total Quality Management - ISO 9001, Advanced Quality Services Ltd, Duration 40 hours. Venue: Thessaloniki, Greece, June 1999





## 1.4 Career Achievements

- Successful and Effective Multilevel **Academic Career**, with outstanding student evaluations at ESCE International Business School (Paris) since 2017, **University of Macedonia (Greece) since 2005 (Undergraduate Level and MBA-Postgraduate Level). Department of Accounting and Finance.**
- **Visiting Professor at Paris School of Business (France) since 2015, in International HR Management & e-Business & IT.**
- **Visiting Professor at Greek Management Association (Greece) since 2014 in the MBA Programs.**
- Led the Traction Converter Lifecycle Support team (in 17 Countries – Global Role) in Product Unit Traction Converter, improving significantly the issue management, the project reliability tracking and the global reliability reporting. Led also various teams in issue resolution and managed to cut costs, through the **successful implementation of corrective measures on various projects.(Position: Product Lifecycle Manager at Bombardier Transportation in Switzerland).**
- Senior Management consultant at Interbalkan Environment Center. Human Resources Development, Lifelong Learning, Strategy Formulation and Organizational Development.
- Founder and CEO of the Talent Management and Recruitment Portal: [talentire.com](http://talentire.com) **Talent Management & Psychographic screening of Job Candidates. Advanced Human Resources Services, such as Corporate HR Mapping (CHRM™), HR Development Program (HRDEP™) and HR Heterogeneity Management (HRHM™) based on our HETEPER™ Model.**
- Joint owner of the Scientific portal [acadimo.org](http://acadimo.org) which connects university labs with industry and research centers.
- Upon promotion to Production Manager at a public sector organization, stimulated a knowledge management environment, turned around eroding morale, upgraded staff performance and improved overall productivity within a 7-year period.**(Position: Engineering Manager at Hellenic Railways / 2003-2011)**
- Designed and implemented the *“Communication and Knowledge Motivator Model”*, which had as a primary goal to “treat” the knowledge gap between recently hired and “ready to retirement” workers and also to improve productivity at all levels. The model introduced innovative adult training methods and procedures **(PhD Thesis).**
- R&D experience: Directed and managed new product development (polymer-based corrugated pipes) that bolstered and diversified product lines, increasing annual



revenues by 30%, within a private sector company.**(Position: Engineering Applications Manager & and R&D head at Elitherm SA / 1999-2003)**

- Reduced overall product costs 35% while adding product features. Implemented continuous improvement processes that reduced rejected parts 90% through six-sigma methods. Restructured engineering and manufacturing processes, with six-figure savings to company.**(Position: Engineering Applications Manager & and R&D head at Elitherm SA / 1999-2003)**
- Training Expertise: Assembled collaborative teams, creating first-time positive dynamics between design, manufacturing, and industrial engineers, as well as collaboration with marketing, sales, and product managers, introducing innovative adult group training methods.**(Position: Engineering Applications Manager & and R&D head at Elitherm SA / 1999-2003)**
- Project Management Leadership: Designed, studied, controlled and supervised important engineering projects of up to €25 million. Implemented improved operating systems and established better team understanding and innovative working methods.**(Position: Engineering Applications Manager & and R&D head at Elitherm SA / 1999-2003)**
- Published a significant number of research papers on management science within high-ranked scientific journals and conferences.



## 2 Professional Status

### 2.1 Current Professional Status

- **Laboratory Teaching Staff at University of Macedonia, Department of Educational and Social Policy, Service: 02/2016 till today.**

- Courses (undergraduate):
  - a) Project Management (undergraduate)
  - b) e-business management (undergraduate)
  - c) Talent Management and Talent Development
  - d) Qualitative and Quantitative Research Methods in Social Sciences (Post Graduate)

- **Visiting Professor, ESCE International Business School, Paris, France Service: 09/2017 – till today).**

Permanent Position. [www.esce.fr](http://www.esce.fr) & [www.omneseducation.com](http://www.omneseducation.com)

- Courses:
  - 1. Talent Management and Developing Potential,
  - 2. International People Management
  - 3. Qualitative and quantitative research methods,
  - 4. Project Management,
  - 5. Novel Organization Design,
  - 6. Management Principles,
  - 7. Management Information Systems,
  - 8. Navigating Change in organizations,
  - 9. Intercultural Leadership Development (Coordinator of the course – Offered at all students of the 4th year)
  - 10. Management Consulting



- **Visiting Professor at Hellenic Open University.** Course: Business Administration, Program: Master in Business Administration (MBA)  
**Service:** 10/2017 till today
- **Visiting Professor at University of Nicosia. Professor of Diversity Management - MBA**  
**Service:** 10/2020 till today
- **Faculty Member at University of Management and Technology in Lahore, Pakistan (UMT). Professor of Leadership and Human Resources Development:** 1) Leadership and Change 2) Critical Thinking and Creative Problem Solving  
**Service:** 10/2020 till today
- **Academic Supervisor and CEO of Talentire.com**
  - The mission of talentire.com is to provide businesses, multinational companies and SME all over the world with pre-screened job candidates that have been psychologically evaluated through our platform tests and their qualifications have been verified. We aim to eliminate the consequences of recruitment process failures and to improve team and organizational performance by placing the right candidate in the right position and in the right team (improvement of team dynamics and organizational performance).



## 2.2 Past Positions (Academic and Non-Academic)

- **Visiting Professor at University of Western Macedonia (Greece- [www.uowm.gr](http://www.uowm.gr) ) in the Postgraduate Program in Educational Administration (Greek-Ukrainian Inter-Institutional Postgraduate Program). Autonomous teaching - Courses :**
  - a) Organizational Psychology and organizational culture in the management of educational units and organizations (2017-2020),
  - b) Marketing of Educational Units (2017-2020).
- **Visiting Professor at University of Western Macedonia (Greece- [www.uowm.gr](http://www.uowm.gr) ) in the Postgraduate Program in Business Administration (MBA). Autonomous teaching - Courses:**
  - a) Management and Development of Human Resources (2017-2020),
  - b) Decision making and conflict management (2018-2020),
  - c) Business Research and Quantitative Methods in Business Administration
- **Executive Trainer, (June 2015 — 2019), at Hellenic Society of Business Administration (EEDE) -Courses:**
  - a) Project Management - Preparation for the Project Management Institute (PMI) certification exams (Project Management Professional (PMP)),
  - b) Production Systems Management,
  - c) Total Quality Management.
- **Visiting Professor at Paris School of Business (Paris, France-Recognized University Level Institution - [PSB Paris School of Business \(ex ESG MS\) \(psbedu.paris\)](http://psbedu.paris) ).**  
Courses (Post Graduate level):
  - a) e-Business Management,
  - b) Information Technology Management,
  - c) Human Resources Management  
Service (09/2015-02/2017)
- **Visiting Professor at University of Macedonia (full teaching load) at the Department of Accounting and Finance.**



Courses: (Undergraduate level):

- a) Business Management Principles,
- b) Organizational Behaviour,
- c) Marketing Management,
- d) Services Marketing,
- e) Strategic Management

Service (09/2006-09/2011)

- **Visiting Professor at University of Macedonia (full teaching load) at the Department of Business Administration – MBA Program**

Courses (Post Graduate level): Financial Strategic Management

Service (01/2005-06/2005)

- **Visiting Professor at University of Macedonia at the Department of Educational and Social Policy – Master in Education and Lifelong Learning**

Courses (Post Graduate level): Educational Economics and Total Quality Management

Service (09/2016-09/2018)

- **Visiting Professor at University of Macedonia at the Department of Educational and Social Policy – Master in Education and Lifelong Learning**

Courses (Post Graduate level):

- e-business management
- Startups and entrepreneurship

Service (09/2016-09/2018)

- **Visiting Professor at University of Macedonia at the Department of Accounting and Finance.**

Courses: (Undergraduate level): Strategic Management

Service (09/2017-09/2018)

- **Manager at the multinational organization : Bombardier Transportation A.G. in Switzerland (Zürich) - Product Delivery and Lifecycle Manager in the business unit of traction converters (2011-2015).**



- Administration of the Traction Converter Life-Cycle/ High, Medium and Low Power Propulsion Product Families department with a management limit of 90 people.
  - Main tasks: Manage and deal with problematic performance of traction converters in large projects worldwide. Analysis and improvement of reliability, with the study and application of technological solutions in semiconductor systems of traction converters.
  - Project Management
  - Resources Management
  - Budget Management
- Service (09/2011-09/2015)
- **Senior Manager at Hellenic Railways (Public Sector)**
    - (12 / 2003-11 / 2004). Management of the production and maintenance department of train bogies, and also of the production organization department of the Thessaloniki Factory. Management limit: 250 employees.
    - (11 / 2004-12 / 2005). Supervision of the construction of 10 (10 out of 24) electric locomotives (Electric Locomotives (EuroSprinter)), after relocating in Munich, Germany as an internal auditor at the premises of Siemens Transportation A.G. (former Kraus Maffei production plant-Allach-Untermenzing).
    - (12 / 2005-05 / 2011). Production Management of the Thessaloniki Workshop, in parallel with human resources management (221 people on average). Design and implementation of the model "Communication and Knowledge Motivator" which aimed at the transfer of knowledge between heterogeneous groups of staff in order to increase productivity at all levels

Service (12/2003-05/2011)
  - **Senior Manager at ELITHERM SA (Thessaloniki-Greece).**
    - Management of electromechanical projects in Greece and the Balkans, a total of up to 22 million Euros and a management limit of 40 employees. Effectively directed several engineering projects (Project Management Skills)



- Cooperation and exclusive contact with WOLF Klimatechnik (Mainburg, Germany) and other German multinational companies.
- Management of the research and development department, with the introduction of new products (polymer-based corrugated pipes) which differentiated the production lines and increased the annual turnover and profits by about 30%.
- Reduction of the total cost of the final product by 35%, while improving its properties. Implementation of a system of continuous improvement, which reduced by 90% the defective products, through the six sigma logic. Reorganization of the production process, with extremely significant profits for the company (six-figure savings)

Service (07/1999-12/2003)

- **Technical consultant in the project "Educational practices and Social Entrepreneurship for young people" (project 2016-2-EL02-KA205-002486). Design and creation of a project website (seed-uom.org), construction, and video editing. (March-September 2016).**
- **Program development and implementation consultant at the Inter-Balkan Environment Center (i-bec.org) (01/2015-09/2017)**





### 3 Teaching Statement and Teaching Philosophy

“[Education] establishes in the place where it is happening a set of relationships, and it is in those relationships that the meaning of the act lies.” -- adapted from Small (1998).

While ‘music making’ is the original subject of the above quote, I believe that the importance of relationships also applies to educating students about organizational studies. Music-making, and from personal experience (I play piano since I was 6) I can confirm that, serves as a clear metaphor for understanding the role of relationships between people working together in organizations, since both music and organizing involve linking various elements together in a meaningful way for some valued outcome. As an instructor, I aim to connect students’ experiences with core concepts in organizational research through the class materials as well as through the working relationship I establish with my students as co-educators or co-performers. One goal I hold is the application of research to real-life organizational contexts. A second goal is developing knowledge of scientific tools and analytical skills. Such goals involve several elements and practices, which are all tied to students’ learning through experience, as outlined below.

My main goal for teaching and learning is to have students actively apply the theoretical concepts they learn in class to understand behavior in a variety of organizational situations. For example, I have developed assignments in which students analyze the knowledge creation in the organizational context. Knowledge creation and the foundation of organizational memory are considered as a major factor, affecting organizational performance and survival. In this framework, one of my scientific goals is to engage students in the organizational knowledge creation process, by making them aware of the significance of knowledge in modern business environment and by motivating them to produce new ideas and models regarding the knowledge creation and preservation in organizations. My second goal for student learning is to educate students about the usefulness of scientific methods of inquiry



as means for understanding organizational contexts. My students have used both quantitative (e.g. surveys) and qualitative methods (e.g. participant observation and interviews) in group project assignments in which they choose team members, seek entrée into an organization and then design and execute surveys and/or interviews to address organizational behavioral concepts of interest. Not only do students learn how they can create knowledge about organizations in a meaningful way, but they also gain valuable teamwork experience and the opportunity to examine how they themselves enact the concepts discussed in class.

Currently, while I am holding a research and teaching position at a French Business School (ESCE, Paris), I am working on the development of adult training methods based on the available digital tools within the COVID-19 era. In this respect, my teaching initiatives are reflected in the following statements:

- Learning is a developmental process: Students must develop a capacity for self-direction, self-monitoring, and self-generation of ideas. In addition, students must learn how to formulate questions, conduct research, and write in a professional manner. In order to mature as a learner, a student must shed earlier identities, ways of thinking, and forms of self-expression. The process of intellectual maturation is often emotionally wrenching, for it doesn't simply involve rejecting long held beliefs, it involves fundamental transformations in one's self-perception, thinking, and behavior and modes of relating to others.
- Conceptual learning: Advanced learning requires students to construct a conceptual framework, which allows them to integrate and organize new knowledge and information into a coherent structure. If students are going to construct a conceptual framework, it is important to give them opportunities to reflect and revisit important ideas repeatedly throughout a semester.
- Learning has an affective dimension: Engagement is a key component of learning. Without engagement there is little motivation to learn. I believe that a successful teaching strategy needs hooks to stimulate student curiosity and interest.



- Students learn best when they are engaged in active inquiry: Students learn most when they have opportunities to undertake tasks similar to those undertaken by professionals within a discipline.
- Students need to critically engage primary sources: Students need opportunities to work on authentic problems using authentic kinds of evidence.
- Experiential learning: This means learning by doing. Project-based learning gives students the chance to do original work. It might mean researching and writing a research paper, or undertaking an experiment or making a video.
- Collaborative inquiry: One way to deepen students' understanding is to develop collaborative projects that give each student a clear role and set of responsibilities.
- The importance of dialogue: Despite appearances, learning is a social, not a solitary, activity. While many of us have had unhappy experiences with small group learning, we need to envision ways that students can contribute to one another's intellectual growth through a process of intellectual give and take.
- Students do not learn in a single way: To reach a wide range of learners, it is important to combine a variety of approaches, including demonstrations, simulations, lecture, discussion, and collaborative activities.
- Reaching students at their own level: The early 20th century developmental psychologist Lev Vygotsky wrote about the "zone of proximal development," an awkward phrase that refers to that level of understanding that a student can reach with a teacher's help. Thus, an instructor seeks to stretch and broaden a student's understanding by identifying those areas that are within the student's grasp—not too easy, but also not too difficult.
- Classroom climate: Student learning can be enhanced or hindered by the classroom environment. A safe and stimulating environment encourages students to actively participate. Fostering such an environment requires instructors to be sensitive to individual differences and to make sure that students understand their expectations and goals and the steps they need to take to meet those objectives



- Digital era and distance learning methodologies. Based on Platforms like Moodle, I have already developed a significant number of online courses for my students. The first course which is offered 100% online at ESCE Paris, is the course “International project management”. This course is offered to fourth-year student and has a clear aim to develop their project management skills. This course contains 14 hours of videos exercises and explanations on all project management topics. The second very important course which is also offered online is the “Emotional Intelligence Development” course. English course first of all an assessment is completed and then, based on the outcomes of the assessment, a different path for every student is followed having as a target to develop their emotional intelligence. There is a number of courses which are already in the process of becoming digital and the first one of them is related to e-business and e-entrepreneurship.
- In the last months of 2021 I have successfully completed the COIL course (Collaborative Online International Learning Model) which was offered from the La Salle University in Mexico. The clear target of COIL Course was to create interculturally oriented professors and to foster international corporation at an academic level.

As a conclusion, teaching in this discipline should help make empirically informed knowledge relevant to students’ diverse experiences in organizations. Like music-making, teaching and learning involve the engagement of teacher, student, topic content and activities in a suitable blend and balance.

Courses interested in teaching: Organizational Behavior, Industrial Psychology, Management Consulting, Leadership Development, Soft Skills Development, Entrepreneurship, Digital Entrepreneurship, Marketing Management, Knowledge Management, Organizational Design, Corporate Strategy, Strategic Management,



Change Management, Bargaining and Influence Skills, Developing and Managing High-performance Teams, Interpersonal Dynamics in Management, Managing Professional Relationships.



## 4 Courses' Outline

University of Macedonia, Department of Educational and Social Policy

### Undergraduate Courses

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- **Project Management**

The Course of project management aims at deepening knowledge particularly useful in the field of the administration of any kind of projects. In particular, its purpose is to provide the necessary knowledge to individuals who wish to upgrade their professional prospects, cultivating skills related to modern methods of design, monitoring and project management in general, project selection and evaluation methodology, project preparation, budgeting. Students are informed about the bureaucratic practice of project management, the principles of management and the tools used in its implementation. They also have the chance to deepen into the management of the human resources of the company, but also the formulation of an effective control policy, so that they will be able to use effectively all the range of tools, techniques and methods that compose the main body of project management.

- **E-business and Entrepreneurship**

The aim of the course is to familiarize students with the concepts, methods and techniques of modern e-Entrepreneurship, Entrepreneurship 2.0 as we call it, to show the analogy with web 2.0.

More specifically, the students who attend the course acquire basic knowledge about modern digital businesses: their techniques and methods of development, case studies,



modern funding processes, development processes and their ethical dimensions. Students get also familiar with some forms of modern businesses such as social and "green" businesses in a context of reference to the profession they may pursue after graduation.

Entrepreneurship, moreover, in the context of the course, is considered as a broader concept, which is not necessarily associated with economic activities, but more with the concept of innovation and design in all areas of life.

During the course, students are encouraged to proceed with the design and evaluation of small or individual businesses (always within a broader context of entrepreneurship) in order to improve their skills and capabilities.

- **Adult Training Methodology**

The purpose of the course is to familiarize students with the field of Adult Education and especially the acquisition of knowledge and skills related to adult learning and teaching.

The course will critically explore questions such as:

- What does adulthood mean? What are the characteristics of an adult?
- What is the nature of adult learning, how do adults learn?
- How the age of the trainees affects their role as a trainer?
- What does team dynamics mean and how does it affect the learning process;
- Are there barriers to learning? What are they exactly and how can we deal with them as trainers?
- What educational methods and techniques do we use in Adult Education?
- When is an Adult Education program effective?

In addition, the course aims to develop students' critical thinking on issues of teaching methodology in Adult Education, as it attempts to combine theoretical knowledge with



active learning and practice in adult education techniques. In this context, the students will carry out micro-teaching exercises.

The main objectives of the course are:

- a) to identify the following key concepts in the field: adulthood, education, learning contract, learning needs assessment, training, formal education, non-formal and non-formal education, continuing education
- b) to understand and relate philosophical influences of the field, ideological influences and epistemological concepts
- c) to understand the basic theories of adult learning: behavioral theories, humanistic theories (Rogers), social-transformational theories (Freire), empirical theories (Dewey, Kolb), transformational theories (Mezirow) and combinatorial approaches (Jarvis)
- d) to apply the basic principles of adult education during their micro-teaching projects, such as brainstorming, group work, case study, etc.
- e) to experience the role of adult educator in micro-teaching
- f) to experience the alternation of roles of trainer - trainees during the micro-teaching

Teaching methods and tools:

- Enriched presentation, brainstorming, case studies, teamwork, internship
  - PC, video projector, whiteboard, worksheets, video
- Evaluation methods:

Attendance at the course is mandatory. The final grade in the course results from:

- a) the participation of students in the written exams (at a rate of 60%)
- b) the design and implementation of their micro-teaching (at a rate of 40%)





- **Talent Management in Organisations**

### **Course Content**

The course focuses on the concept of talent and how it is being developed, what kind of mechanisms are being used and ultimately we challenge the well-known stereotype that talent exists and is not inherited. The concept of talent hotbed is also widely discussed. Talent hotbeds are mysterious places and the most mysterious thing about them is that they bloom without warning. The media tends to treat every talent hotbed as a single phenomenon, but in reality it's all part of a bigger, older one pattern. See for example the 19th-century Vienna composers, the writers of Shakespearian England, or the artists of the Italian Renaissance, in which the “little” Florence, with a population of 70,000, suddenly created an explosion of genius artists never seen before in human history. Think of ancient Greece. Greece of philosophy and science. In any case, the echo of the same question is repeated: Where does this extraordinary talent come from? How does it develop?

This Course is about a simple idea: All talent hotbeds do exactly the same thing. They have unconsciously discovered a neurological mechanism which, although not modeled or molded, is able to create some skill-building patterns based on accelerated learning, provided the trainee follows a specific exercise pattern.

In short, some have broken the talent code and the purpose of the seminar is to share it with you. How can we be good at what we do? How is it possible to be talented in what we love? Why are the stereotypes we used so far completely outdated? How can we help our partners evolve into talented performers? What steps should we take? The concept of talent is multidimensional, and we aim to decipher it.

### **Learning Outcomes**

Upon completion of the course students will be able to:

- Understand key concepts about talent and skills
- Use tools to detect “inclinations” in a particular direction



- Use tools to select the right employee in the right position
- Evaluate key soft skills and identify areas for improvement
- Develop soft skills development programs
- To be able to train and train their partners according to the logic of practicing outside their comfort zone in order to be able to develop specific skills in combination with other tools to be presented.
- Get into the philosophy of the talent hotbed.

### **Post Graduate courses**

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- **Economics of Educational Institutions and Total Quality Management** (MSc in Education and Lifelong Learning Sciences).

The course aims to present the economic aspects of the educational process with emphasis on the role of human capital in the modern environment, the financial management of educational organizations, the impact of investment in education to alleviate social inequalities, the study and design of effective educational policies and programs at national and international level as well as on issues related to the application of mathematical models in education, social economy practices and economic approaches to human resource management in education. In this context, the Economy of Education deepens the deeper understanding of people's decisions in education investments, studying the degree of its impact on major economic and social phenomena. At the same time, the financial behavior of educational organizations is analyzed and the design and implementation of educational policies is evaluated through comparative analyzes, mainly at the international level.

#### **New Technologies in lifelong learning** (Master of Science in Education and Lifelong Learning),

The lectures concern the development of entrepreneurship through e-commerce using new technologies and the development of tools for creating startups and new business schemes.



- **Qualitative and Quantitative Research Methods in Social Sciences** (MSc in Special Education and Lifelong Learning Sciences)

### Course objectives

- Help students to study effectively the qualitative and quantitative research methodologies
- Trigger students to understand the value of research methods in the business world
- Teach students to understand how to identify relevant methodologies related to business issues
- Know when and how to implement quantitative and qualitative research methods
- Help students to learn how to use relevant software in the research field.

### Course Content

<ul style="list-style-type: none"> <li>• The literature review process</li> <li>• Literature review structure</li> </ul>
<ul style="list-style-type: none"> <li>• Main literature sources</li> <li>• To employ in critical reading</li> </ul>
<ul style="list-style-type: none"> <li>• Types of Action Research Designs</li> <li>• The Action Research Spiral Process</li> </ul>
<ul style="list-style-type: none"> <li>• Features of Participatory Action Research</li> <li>• Types of Action Research</li> </ul>
<ul style="list-style-type: none"> <li>• Potential Ethical Issues in Action Research</li> <li>• Steps in Conducting Action Research</li> <li>• Evaluating Action Research</li> </ul>
<p><b>Qualitative Research Analysis</b></p> <ul style="list-style-type: none"> <li>○ Interpretative Phenomenological Analysis</li> <li>○ Ethnological Analysis</li> <li>○ Case Studies Research</li> <li>○ Focus Groups</li> <li>○ Delphi Technique</li> </ul>



- Interviews
- How to set up an interview
- How to set up the interview questions
- Interview types and styles
- Characteristics of a reliable interviewer

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**Quantitative Methods**

- Creating a new survey. Steps and possibilities
- Data presentation in Quantitative Analysis
- The use of SPSS

- Basic Calculations using SPSS
- Checking data validity
- Proof of statistical evidence and the basics of statistical inference

- Special topics in Statistical Analysis with SPSS (Detailed view of major Statistical Methods: Correlations, Regression, Analysis of Variance (ANOVA), Factor Analysis, Power Analysis). All topics will be covered with examples in the classroom.
- Useful expressions when writing your research
- How to write an Academic Paper



## Other courses in Educational Institutions (Under and Post Graduate Level)

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### Visiting Professor at the University of Western Macedonia – MSc in Education Management and Master in Business Administration

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**Organizational psychology and culture** at the Master's Degree "Interdepartmental - Interdepartmental Master in Education Management", National University of Kiev, Ukraine, TEI of Western Macedonia, Higher Education Institution ). The topics discussed are:

- **People and Organizations**

- o Attitudes and job satisfaction.
- o Emotions and moods.
- o Personalities and values.
- o Motivation concepts.

- **Groups in the organization**

- o The basics of group behavior.
- o Understanding of collaborative teams.
- o Leadership.
- o Conflict and negotiation.

- **The system of the organization**

- o The fundamental principles of the structure of the organization.
- o Organizational culture
- o Organizational change and stress management.

**Decision making and crisis management in education** at the MSc "Interdepartmental - Interdepartmental MPS in Education Administration", National University of Kiev, Ukraine, TEI of Western Macedonia, Higher Education Institution Piraeus Technological Department (today) The topics discussed are:

- o Strategic decision making and information management procedures.



- o Introduction to strategic decisions, information management, the selective nature of attention and the creative nature of memory.
- o Obstacles and pitfalls in strategic decision making.
- o Decision-making processes and understanding of risks
- o Communication and the concepts of differences in decision making
- o Teams' dynamics and decision making
- o Tools and techniques: Assessing the current situation and decision-making strategy - New technologies
- o Tools and techniques: Creativity and strategic decision making in education - New technologies
- o Conflict management and their dynamics
- o Basic principles of negotiations
- o Communication in conflict management
- o Theories of negotiation
- o Overall view of the communication chain - negotiations - conflict management - decision making

**Marketing of Educational Institutions** at the MSc "Interdepartmental - Interdepartmental MPS in Education Administration", National University of Kiev, Ukraine, TEI of Western Macedonia, Higher Education Institution Piraeus Technological Department

The topics discussed are:

- o Basic principles of marketing
- o Strategic marketing
- o Marketing of educational units
- o Marketing plan
- o Entrepreneurship and marketing
- o Electronic businesses and marketing
- o Business Models
- o E-business and new technologies
- o Affiliate Marketing
- o Marketing campaigns



● **Management and development of human resources** at the MSc in Business Administration "MBA", of the Technological Educational Institute of Western Macedonia.

The topics discussed are:

- o Course presentation, objectives, general questions and structure. Quotation marks.
- o From the Management of the Organization to the Management of Human Resources
- o The operation of the staffing of organizations (and training organizations)
- o Professional development of human resources
- o Hard and Soft Skills. Human Resources Assessment Methods and Tests and the Concept of Reskilling in Training Organizations
- o Basic theories of motivation
- o Leadership and Management
- o Human Resources Evaluation. Examples and Methods.
- o Communication and organizational culture
- o Labor Relations
- o Job satisfaction, organizational commitment, work stress and other specific issues in human resource management

**Quantitative methods in business administration and business research (guest professor) in the MSc in Business Administration "MBA", of the Technological Educational Institute of Western Macedonia (2019).** The topics discussed are:

I. Linear programming.

1. Linear programming models.
2. Simplex method.
3. M- Method.
4. Generalized Simplex method.
5. Theory of duality.
6. Internal point methods for linear programming.

II. Optimization Conditions.



1. Optimization without restrictions.
  2. Optimization with constraints.
  3. Curved programming.
- III. Methods with restrictions and without restrictions.
1. Numerical methods for problems without constraints.
  2. Numerical methods for limited problems.
  3. Methods of punishment.
- IV. Network Analysis.
1. The problem of the minimum Coupling Tree.
  2. The problem of the Minimum Route.
  3. The Maximum Flow problem

<b>Visiting Professor at the Hellenic Open University</b>
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### **Undergraduate Level**

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- **Business Administration**

General description of the course:

The main purpose of the course is the analysis of basic issues of administration and organization of companies. More specifically:

- The planning of the business strategy
- The organization, planning and control of projects
- The study and analysis of the behavior of individuals within an organization
- The role and operation of multinational companies

**Learning Outcomes:** With the successful completion of the course, students will be able to,





define the concept of strategy and analyze its usefulness for a business.

- distinguish the ways in which it is possible to formulate the strategy of a company.
- analyze the components of the macro-wider environment, the micro-industry environment and the internal environment of a company.
- analyze the internal and external environment of a business through a rational process implementation of a strategy.
- explain how companies define corporate mission.

formulate appropriate business strategies.

- evaluate strategic moves of companies.
  - recognize the differences between the different levels of strategy.
  - distinguish the basic choices of a company at the level of corporate strategy and compare their advantages and disadvantages.
  - define the concepts Multinational Enterprise and Foreign Direct Investment.
  - identify the reasons for the internationalization of companies and the factors that affect their activities.
  - distinguish the different types of Foreign Direct Investment and the different ways of a company penetrating foreign markets.
  - analyze the elements of the external environment that the Multinational Enterprises must take into account for the formulation of their business plans.
  - describe the evolution of key theories on international trade and Foreign Direct Investment and assess the role of Multinational Enterprises in shaping international trade.
- distinguish the types of subsidiaries, the types of organizational structure of Multinational Enterprises and the characteristics of international production strategies.
- discuss how the modern investment scene, the main regional economic associations and the main international trade agreements have been shaped.



- evaluate the benefits and negative impacts of the activities of Multinational Enterprises in the host and countries of origin.
  - define the concepts program, project, sub-project, activity and operations, as well as to distinguish the differences between them.
  - define the project management and describe the life cycle of a project.
  - describe the ways of organizing for the execution of projects and to explain their advantages and disadvantages.
  - apply the following project planning and control methods: Gantt charts, progress curves, programming tables, colorful saddles, balance lines and Graphical Evaluation & Review Technique (GERT).
  - apply the following network analysis methods: Critical Path Method (CPM), Metra Potential Method (MPM) and Program Evaluation and Review Technique (PERT).
  - explain and apply the process of means of production planning to projects with constraints on implementation time and to projects with constraints on available means of production, as well as optimization techniques in project scheduling.
  - explain and apply the techniques of monitoring the time and financial progress of a project.
  - analyze the budget of a project and explain the cost monitoring.
  - understand the operation and limitations of project management information systems in decision making.
  - define the concept of Organizational Behavior and analyze its importance in modern organizations.
  - describe the main features of organizational theories and evaluate their applicability in current management.
  - utilize Systems Theory for the study of organizations.
- describe the basic characteristics of individual behavior and the role of the causes that determine it.



- define the concept of Communication and identify the skills required for effective interpersonal communication as well as the obstacles encountered.
- identify the reasons for the formation of groupings in organizations and the factors that contribute to effectiveness

**Associate Professor at ESCE International Business School**

### **Undergraduate and Postgraduate Courses**

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- **Developing Potential (Talent Management)** - Course outline

#### **Introduction to Talent Management**

- What is Talent?
- Talent Identification and Development
- Talent creation or Talent Development? A Neuroscientific approach
- Experiential Exercises in Talent Identification

#### **Talent Development Techniques**

- Talent Development Techniques: Overview
- Focus on Education and Exposure
- Focus on Experience: What Experiences Matter Most?
- Talent Development and Soft Skills assessment
- Experiential Exercises in Talent Development

#### **Strategic Talent Management**

- Basics and Processes
- Planning Talent
- Searching for Talent
- Hiring Talents and Onboarding
- Strategic Talent Development
- Exercises and Roleplaying



## **Talent Retention**

- Talent Succession Planning
  - Performance Management and Development
  - Experiential Lab – Talent Performance Management
- **Ambition 4 – Preparation course for the International People Management Specialization**

Course outline:

### **Part I**

#### **Introduction to organizational and people management**

- A. Organizational management
- B. People management and Human Resources Management

### **Part II**

#### **Influencing people**

- A. Introduction
- B. Power, social cognition and social influence
- C. Emotional Intelligence
- D. Leadership models
- E. Exercises and Case studies

### **Part III**

#### **Mastering recruitment processes and potential assessments tools**

- A. Introduction
- B. Assessment tools
- C. Interviewing candidate
- D. Exercises and Case studies



**Part IV****Wellbeing at work**

- A. Introduction
- B. Stress in the workplace
- C. Work engagement, organizational commitment, job involvement
- D. Organizational culture
- E. Exercises and Case studies

**Part V****International People Management**

- A. Potential assessment in an international context
- B. Managing well-being and commitment across borders
- C. Managing creativity in multicultural contexts
- D. Performance evaluation
- E. International career management

- **Advanced Topics in Research Methodology**

Course outline:

**Qualitative Research Analysis**

- Interpretative Phenomenological Analysis
- Ethnological Analysis
- Case Studies Research
- Focus Groups
- Delphi Technique
- Interviews



- How to set up an interview
- How to set up the interview questions
- Interview types and styles
- Characteristics of a reliable interviewer

### **Quantitative Methods**

- Creating a new survey. Steps and possibilities
- Data presentation in Quantitative Analysis
- The use of SPSS
- Basic Calculations using SPSS
- Checking data validity
- Proof of statistical evidence and the basics of statistical inference
- Special topics in Statistical Analysis with SPSS (Detailed view of major Statistical Methods: Correlations, Regression, Analysis of Variance (ANOVA), Factor Analysis, Power Analysis).

### **General Issues and Topics**

- Literature review (How to, hints and tricks)
- Useful expressions when writing your research
- How to write an Academic Paper
- Literature (to be delivered in hand)

- **Quantitative Research Methodology**

Course Outline:

- Creating a new survey. Steps and possibilities
- Data presentation in Quantitative Analysis
- The use of SPSS
- Basic Calculations using SPSS
- Checking data validity
- Proof of statistical evidence and the basics of statistical inference



- Special topics in Statistical Analysis with SPSS (Detailed view of major Statistical Methods: Correlations, Regression, Analysis of Variance (ANOVA), Factor Analysis, Power Analysis).

- **Novel Organisation Design**

Course outline:

**Part A. Organizational Design - Introduction**

- A. Differentiation in Organizational Design
- B. What Is Organization Design and Design Effectiveness?
- C. Organizational Structure in general
- D. Efficiency versus Flexibility?
- E. Functional and Divisional design
- F. Designing Hybrid Structure
- G. New forms of organizations

**Part B. Organizational Design Parameters**

- A. Design of Individual Positions
- B. Design of Unskilled Positions
- C. Design of Professional Positions
- D. Corporate culture and organizational design

**Part C. Design of the Superstructure and Controlling**

- A. Departmental (unit) size
- B. Grouping Criteria
- C. Planning and Control Systems
- D. Liaison (linking) systems and devices
- E. ERP Systems

**Part D. Structural Configurations**

- A. Bureaucratic structures
- B. Innovation oriented (organic) structures
- C. Multinational Structures



D. Examples and Case studies

**Part E. Managerial Issues**

A. Personality

B. Managing Emotions

C. Happiness & Mindfulness at work

D. Team and Group dynamics

E. Conflict Resolution and Management

F. Managing Organizational Change

- **Project Management**

Course outline:

- General terms and Introduction
- Organizational influences and project cycle
- Processes, operations and knowledge areas in Project Management
- Project Integration Management and Project Scope Management
- Project Time Management
- Project Cost Management
- Human Resources Management and Development
- Communication Management
- Risk Management
- Procurement Management
- Stakeholder Management

- **Management Information Systems**

Course outline:

**Introduction to Information System: Information System Does Matter**

- The information age
- IS and management





**Foundations of Business Intelligence**

- IS architecture
- IS and Operational excellence

**Using IS for ENHANCING DECISION MAKING**

- Decision making systems

**Key System Applications for the Digital Age**

- Case Studies
- MRP, MRP II and ERP systems

**E-Commerce: the revolution is just beginning**

- Internet and New business models
- Web strategies and the Web evolution from Web 1.0 to Web 4.0

**E-commerce and strategic alignment**

- E-commerce in facts and figures
- Strategic perspectives
- Mobile apps and the future trends

**Customer value co-creation and customization**

- Marketing strategies through digital tools
- CRM systems

**Social networks and e-communities revolution**

- Sharing personal data
- How to create an e-community
- Social network optimization

**Working with open data and Big data**

- Theoretical framework of open data
- Implementation in modern world
- Data manipulation, storage, and analyses



### **Start-up strategies**

- Intersection between business and information
  - E-business creation and development
  - E- business step-by-step – (How to).
- **Intercultural Leadership Development**

Course outline:

Our world is more diverse than ever, with all signs indicating that diversity will continue to grow in the coming decades (Cohn & Caumont, 2016; Jones, Guthrie, & Osteen, 2016).

This course's conceptualization of intercultural leadership development (ILD hereafter) is grounded in two transformative developmental theories. With this conceptual framework, ILD challenges the mindsets of students and fosters a culturally responsive leader identity. Literature shows that developmental programming is impacted by the context of students' lived experiences prior to their collegiate careers. This indicates that ILD educators should take into consideration the level of intercultural and leadership competence at which students, now, and business executives later, begin in order to develop curricula that are appropriate to their developmental levels. For students to see the greatest growth in ILD, current literature emphasizes the importance of culturally disorienting experiences, which students should embrace (Taylor, 1994). These disorienting experiences can occur by challenging students to consider perspectives they were unfamiliar with or to consider their own cultural framework more critically than they had previously done.

While there is no universal concept of success in leadership, Clifton and Harter (2003) argued that leaders who implement strengths-based strategies in the workplace were nearly twice as likely to find success across widely accepted dimensions of high performance. For the purpose of this course, we can define leadership using a combination of the strengths-based approach and the concept of leadership identity. This definition is the premise of the intercultural leadership concept (ILP) of this course.

In this respect, we can claim that students' understanding and use of their strengths is rooted in their cultural identity and experiences, and consequently, we teach them to incorporate their strengths into their understanding of their cultural self and their leader identity.



In this course, intercultural leadership can be defined as a contextualized approach to leadership identity that recognizes, values, and adapts to cultural commonality and difference. Our conceptualization of ILD is grounded in the notion that leaders may emerge from any level of an organization to enact change that fosters inclusion in the organizational culture. The tenets of this process, as defined by the transformative intercultural learning model are increased awareness of self and others, mindfulness in culturally disorienting situations, and intentional cultural bridge-building (Render, Jimenez-Useche, & Charles, 2017). When leaders are taught to implement strategies that bridge across cultures, organizational transformations can occur.

Undergraduate students must learn how to adapt their individual leadership styles in varying cultural settings. The course should focus on increasing understanding of how one makes meaning of one's lived experiences, how others make meaning of their lived experiences, how to practice mindfulness in culturally challenging or disorienting situations, and how to actively develop an intercultural leader identity grounded in this awareness. During the course students will be required to complete the IDI, Intercultural Conflict Style (ICS), and Clifton Strengths assessments, attend all sessions of the course, participate in two coaching sub-sessions (one for the IDI and one for CliftonStrengths), present an intercultural leadership poster, participate in a post-course interview, and complete all assignments required for the course.

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1. Leadership Development in an Intercultural Context

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2. Intercultural Development

Leadership Identity Development

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3. Culturally Relevant Leadership Learning

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4. Intercultural Leadership Development and the Transformative Process

Transformative pedagogy and the transformative intercultural learning model.

Intercultural leadership development and the meaning of critical self-reflection

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5. Pre-college experiences and their impact on student perspectives

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6. Level-appropriate intercultural leadership development.

7. Disorientation in Intercultural Development

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8. Intercultural Conflict Style (ICS), and CliftonStrengths assessments

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9. Increased understanding of cultural self. (Activity or Exercise)

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10. Increased understanding of cultural others (Activity or Exercise)

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11. Development of intercultural leadership mindfulness (Activity or Exercise)

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12. Cultural bridge-building (Activity or Exercise)

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13. Tolerance of ambiguity (Diagnosis and exercise)

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- **Management Consulting**

This course is designed to initially overview the consulting profession with a subsequent emphasis on organization consulting issues. Effort will be placed on developing proficiencies in a range of skills required to practice consulting. The overall objective of this course is to provide students with an overview the 'world' of general management consulting and to help them develop a basic understanding of that world and the skills and knowledge to be successful in it.

Specific Learning Objectives:

- 1) Gain knowledge of management consulting practices.
- 2) Improve the ability to define key factors and issues relevant to a consulting engagement and examine their inter-relationships and learn to 'massage' them conceptually.
- 3) Gain practice in conducting a field-consulting project.
- 4) Improve the ability to present analyses of issues and organizational problems in a concise, accurate, clear and interesting manner from the perspective of a consult.
- 5) Gain exposure to a variety of processes and interventions involved in the management-consulting arena.
- 6) Learn how to match students' individual strengths, weaknesses, likes, dislikes, personality and goals with consulting opportunities, demands and behaviors so as to help them enhance placement and career opportunities in management consulting.

The primary objective of this course is to provide students with an opportunity to become familiar with the typical phases in a consulting project. These phases include: selling a project, entering the client firm, gathering data, diagnosing issues, implementing solutions and leaving. In addition to discussing these phases in class, we will discuss how similarly, and how differently, consultants work with their clients. We will also study the functional specialty areas in which most consultants practice. We conclude the course with discussions of ethical issues, career concerns and expert witnessing of consultants



**Course Content:****The Changing Consulting Industry**

Agenda:

- Objectives of the course
- Course schedule and expectations
- Structure of a changing industry
- Types of firms

**Consultants: Types, Skills and Values**

- The 'truly professional' consultant
- Required skills for consultants
- Integrity issues

**Consulting as a Profession**

Agenda:

- Development of Professional Consulting
- Introduce models used by consulting firms to analyze clients

**Marketing and Selling of Consulting Services**

Agenda:

- Understanding buyer values
- Matching client expectations with firm strategy - Internal and external marketing
- Advertising PR and relationship management
- Writing successful proposals

**Discussion of Data Gathering Methods**

Agenda:

- Getting started with your client
- Using different methods for gathering data
- Interviewing issues
- Internal consulting



### **Strategic and Organization Information Technology Consulting**

Agenda:

- History of IT / IS consulting
- issues and growth
- Various IT services
- IT and the value chain
- Drivers of future growth

### **Strategy in Organizations Consulting**

Agenda:

- History of strategic and organization planning
- Alternative approaches to strategic planning: value creation models

### **Strategies in Organizations Consulting (Continued)**

Agenda:

- Alternative approaches to strategic planning and use of value creation models
- Development of organization consulting: design to transformational change

### **Strategic Marketing Consulting**

Agenda:

- Typical marketing consulting issues addressed
- Types of marketing consulting firms
- Future of marketing consulting

### **Analyzing and Framing Problems**

Agenda:

- Looking for patterns
- Remembering strengths of client
- Feeding data back to the client: different methodologies
- Pushing the engagement forward



**Strategy and Operations Management Consulting**

Agenda:

- Understanding OM consulting issues and requirements: definition & history
- Providers of OM services and different contexts for OM consulting
- Key elements and concepts of the OM consulting engagement

**Human Resources in Organization Consulting**

Agenda:

- Specialty areas of HR consulting
- Outsourcing and HR
- HR Consulting firms and their future

**Managing Engagements**

Agenda:

- Project management skills
- Involving client in the process
- Moving from analysis/diagnosis to implementation

**Consulting to CEOs and Boards**

Agenda:

- Various consulting services to CEOs and Boards of Directors
- Understanding the diversity of consulting roles
- Consulting to the Board: unique process issues and transformation challenges

**Consulting to Global Clients**

Agenda:

- Growth in globalization consulting
- 'Nine steps' framework for analysis
- Diverse issues related to globalization consulting





**Managing Consulting Firms - Performance Problems Agenda:**

- Strategy, goals and people success factors
- Leading for best performance - Developing culture, aligning success factors
- Collusion between consultant and client
- Managing ethical and practice challenges

**Visiting Professor at Paris School of Business (Paris, France)**

**Paris School of Business – PSB – Master in International Business & Master in International Finance**

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- **E-business and Information Technology Management**

**Course Description and objectives:**

The Internet and associated technologies form the foundation upon which the information infrastructure of business and society is being built. The " Electronic Business" course develops an understanding of the main components of electronic business and e- commerce. It is based on the value chain including e-products and e-services, online marketing, cloud e-business solutions and trends, social marketing trends, e-procurement, cyber security issues, social networks and top trends for the next 5 years, e-contracting, online distribution, e-payment and electronic customer relationship management.

The objectives of the course are to

- Balance chance and risk of electronic business activities
- Develop a business model for electronic products and services
- Understand the value chain including the information, negotiation, and processing phase of electronic business transactions
- Know the characteristics of customer relationship management and online marketing
- Understand the effects of electronic business for individuals and society



- Build step by step a “supporting package” for creating a successful e-business and attract the investors’ interest

**Course outline:**

- Introduction and Key Issues in e-Business Management
- e-Business Technology
- e-business markets and models
- e-business Economics
- Case Study
- e-Marketing
- CRM
- e-Commerce Perspectives
- The internet: Law, Privacy, trust and security
- The management of e-Business
- Case Study
- e-Business: A strategic Approach
- e-Business strategy: Formulation
- e-Business strategy: Implementation
- e-Business strategy: Evaluation
- Gaining and sustaining a competitive advantage
- E-business: the future
- Case Studies: amazon.com
- Case Studies: ebay.com
- Case Studies: Yahoo.com
- Case Studies: boo.com
- Case Study: The Invertors’ & Startupers’ Day



- **Human Resources Management**

**Course Description and objectives:**

This course is comprehensive introduction to the human resources function and related elements and activities. The course outlines the roles and functions of members of the human resources department, as well as educating others outside human resources, in how their roles include human resources-related activities. The student will learn about the evolution in human resources management, as we know it today. Emphasis is placed on the modern day importance of HRM and the new "corporate view" of the function. Additionally, the student will be exposed to the view of HRM from the perception of both management and subordinate employees. The importance of maintaining fair and equitable compensation and benefit programs will be discussed. The student will be exposed to practical situations and problem solving regarding areas of employee counseling, discipline and termination. Equal Employment Opportunity will be discussed in order for the student to understand its need, importance and the legal issues surrounding it. Other critical areas of training and development, staffing and strategy will also be explored.

This course is designed for students seeking to enhance their effectiveness for optimizing the human resource potential of their organization in order to achieve business and strategic objectives.

In this course, students will learn the basic concepts and frameworks of human resource management (HRM), and understand the role that HRM has to play in effective business administration. This course will also improve students' ability to think about how HRM should be used as a tool to execute strategies. More specifically, students will analyze elements such as the environment surrounding each company and their vision, values and strategies. Then, students will discuss how these elements relate to the various parts of HRM, such as HR policy, organizational structure, HR systems (recruitment, placement, evaluation, compensation and development) and organizational culture. Students will also look at numerous problems of HRM and their causes, and what action plans should be implemented in order to solve these problems.

In brief, the objectives of the course will be:



- To teach relevant, practical and applicable human resource management skills to equip the student with the foundation competencies for working as HR practitioners in business.
- To improve the student's self-confidence to be able to analyze and decide upon HR issues and problems.
- To introduce contemporary theory and practice in modern human resource management and the range of tools and methods available to address HR challenges and problems.
- Apply critical thinking and problem solving skills to the analysis and resolution of human resource problems as presented in case studies

**Course outline:**

- How does HR add value to the organization?
- Functions of human resources
- Roles of HR specialists
- Functional and strategic HR
- Strategy formulation process
- Common competitive business strategies
- Approaches to HR strategy
- Common human resource strategies
- Aligning the HR strategy with competitive business strategy
- Equal Employment Opportunity and Occupational Safety
- Strategic design of work tasks
- Job analysis and design
- Work/life balance initiatives
- Strategic recruitment
- Employee selection
- Inviting and encouraging employee participation
- How to deliver bad news to employees
- Induction and on-boarding new employees



- Strategic employee retention
- Strategic employee separation
- Discipline and dismissal of employees
- Introduction to performance management
- Strategic performance management
- Understanding performance
- Measuring performance
- Introduction to training and development
- How to make training strategic
- Learning styles and assessing training needs
- Training delivery methods
- Return on investment in training initiatives
- Strategic career development
- Tools for career development
- Integrating development efforts
- Challenges to career development
- Tools and techniques for employee involvement
- Communicating HR issues to the business
- Strategic compensation management
- Compensation as a tool for motivating employees
- Compensation package design



**Visiting Professor at the Department of Accounting and Finance at University of Macedonia –  
Full Teaching Load**

### **Undergraduate Courses**

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- **Management Principles**

This course addresses the way in which the science of Management and Organization, known internationally as Management, addresses the daily challenge of integrating developments into the management of organizations as well as the role of strategic decisions and the way in which they are implemented. The following sections were analyzed in the course:

- o Content and evolution of Management
- o The programming function
- o Planning and decision making techniques
- o Basic principles of the organization
- o The staffing process
- o Human Resources Management
- o Management and control
- o Public Administration
- o Introduction to Strategy
- o Characteristics of strategic decisions
- o Strategic ability and purpose.
- o Use of quantitative methods in administrative decision making
- o Strategic decisions
- o Methods of application
- o Manager and management
- o The business executive



- o Administrative roles.

- **Organisational Behaviour**

The course includes the study of modern knowledge related to the description, explanation and management of individual and group behaviors in the field of organizations. The aim of the course is to develop the ability to manage people as individuals and as groups.

Through the course students can:

- o Understand the character and attitudes and behaviors of people in the workplace
- o They acquire the conceptual and theoretical background of leadership
- o Motivate their partners
- o Develop effective teams
- o Communicate effectively
- o Understand corporate culture

The contents of the course are:

- o Introduction to Organizational Behavior
- o Work Attitudes & Behaviors
- o Leadership
- o Motivation
- o Team dynamics
- o Organizational Culture
- o Change Management
- o Empowerment
- o Learning Organization



- **Marketing Management Principles**

In the course of Marketing Principles, the presentations cover the introductory knowledge in Marketing topics. Basic concepts, definitions and methodological approaches are presented.

Theoretical knowledge is combined with the analysis of typical case studies that allow the understanding of the Marketing approach, but also how they can be related to a modern executive.

The course covers the presentation of key Marketing activities, such as

- o strategic analysis
- o market research
- o the development of new products
- o the significance of the signal
- o the placement of products in appropriately segmented markets
- o pricing, utilization of traditional and new distribution channels
- o the promotion of products
- o the evaluation of the results of Marketing

### **Marketing Applications - Services Marketing**

Given the importance of services (tourism, banking, etc.) for the Greek economy, this course focuses on the basic concepts of Services Marketing. Services Marketing, recognizing the specifics of services, compared to goods, deals with the investigation of their effects on consumer behavior and strategic marketing issues. The course presents the basic characteristics of services, analyzes the classification systems of services, applies models for evaluating the quality of services provided and emphasizes the importance of frontline employees and the role of internal marketing.

Course Objectives

The course is designed to help students understand:





- o The unique characteristics of services compared to natural goods
- o the important role of front-line workers during moments of truth
- o The impact of the natural environment on successful service
- o The research tools for measuring the quality of services
- o The effects of poor service quality and the benefits of dissatisfied customer recovery strategies
- o The value of retaining existing customers.

- **Strategic Management**

The course emphasizes the model of a company's resource management strategy (Strategic Resource Based View: Barney, 1999; Hamel and Prahalad, 1990). The resource management strategy focuses on the internal environment of the business. Every business, through its unique rare, valuable, inimitable and non-marketable resources, achieves the continuous maintenance of its competitive advantage. The main 'resource' of any business or organization is the human factor. More specifically (and in contrast to the competitive advantage strategy that focuses on the external environment / market to acquire and maintain a strategic advantage - Porter, 1980) the company's resource management strategy primarily a) emphasizes and focuses on the development of the resources, and later d) on its tactic is to enter and place the organization in a market.

In particular, the structure of the course is:

*Part 1.*

Focus on the practical analysis of strategic management processes through: a) quantitative and qualitative statistical assessment of the internal environment of the company (intangible resources, critical strategic thinking / knowledge, skills of leaders and executives, value chain, unique advantage) b) the analysis of the external environment of the company (market attractiveness, competition intensity, STEP) and c) the SWOT analysis.



*Part 2.*

Practical comparative analysis of the corporate, business and operational strategies that each company or organization receives and, respectively, the implementation and evaluation of the goals of their strategy.

*Part 3.*

Systematic study of real cases of strategic behavior of Greek and international companies by students. Studies include topics such as Strategic Management and Globalization, Strategic Management and Business Culture, Strategic Management and Knowledge Management, Strategic Management and Information Technology, Strategic Management and Change Management.



## 4 Scientific Tasks and Supervision

### Hellenic Open University – Thesis Supervision

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#### 46 Thesis Supervision at the MBA Program (Master in Business Administration)

Head the Program: Professor Mihiotis Athanasios ([mihiotis@eap.gr](mailto:mihiotis@eap.gr))

### Thesis Supervision at ESCE International Business School

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#### -Sorensen Laura Kristine Ostergaard (2018)

How can distance management have an impact on an organisational, team and employee level in tech startup environments ?

#### -Emma Longhini (2018)

La gestion des talents au sein d'une entreprise

#### -Gerometta Benoit (2018)

LES DIFFÉRENTES FORMES DE FINANCEMENT POUR LES PME ET JEI DANS LE SECTEUR DU NUMÉRIQUE

#### -Alice Bouvard (2018)

Cultural diversity in the workplace" / traite du management inter culturel

#### -Gabriel Audouze (2018)

Le leadership, et de ses valeurs

#### -Zhang Lingyu (2018)

The direction of the high-end talents in the investment bank between China and Europe impact on the industry of investment bank

#### -Leonard Balot (2018)



La performance et la gestion de projet

**-Dussac Mael (2018)**

Achats eco-responsables et le sustainable procurement

**-Pauline Brossard (2018)**

RGPD et valorisation des données en entreprise

**-Hernandez Lopez (2018)**

Employees' Performance Improvement through Motivation

**-Chang Tan (2019)**

Factors of employee turnover in business organizations and retention strategies

**-Mélanie Neyrinck (2019)**

Titre du mémoire : Impacts of Learning Organizations on Organizational Citizenship Behaviors: the role of Work Engagement as a mediator.

**-Emmanuelle Amoros (2019)**

A successful customer experience with RFID technology.

**-Alexandre Lecaplain (2019)**

La qualité de l'interprétation du comportement des utilisateurs dans les applications mobiles

**-Yuxin WANG (2019)**

Influence of Google Ads on Chinese Export Companies -- A Case Study on Market in Hangzhou,China

**-Tessa Grigorian (2019)**

Building online presence from digital entrepreneurship perspective

**- Charles Bardawil (2019)**

The motivating factors of young French graduates in their choice of expatriation

**-Chuqiao Bao (2019)**



Factors of wellbeing at work : A comparison between startup companies and a multinational company

**-Leandra Rottger (2020)**

Stress at work

**-Yu Oy Ya (2020)**

Change or adapt to a corporate culture: Coping strategies of different enterprises under economic development

**-Racineux Noemie (2020)**

Impact des nouvelles tendances / innovations sur le marketing

**-Caroline Rodriguez (2020)**

Marketing 4.0 & Internet of things

**-Sohra Figge (2020)**

Business Development, Bid Management et Strategic Management

**-Claude Breuninger Florent (2020)**

Digital Platform Economies

**-Dumont Pierre (2020)**

Performance Management

**-Deniseau Axel (2020)**

Les partenariats et investissements dans les compétitions E-Sportives



## Thesis Supervision at the University of Western Macedonia

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**-Mantziou Cryssa (MANEDU) (2018)**

Job satisfaction in Educational Units

**-Alice Mika (MANEDU) (2018)**

Emotional Intelligence and Emotion Management Strategies

**-Ilias Iliadis (MANEDU) (2018)**

Stress Management in Educational Units

**-Karaponarlidou Polixeni (MANEDU) (2018)**

Job Satisfaction and Educational Level. A modeled Practice

**-Tsarsiotou Aggeliki (MANEDU) (2018)**

Emotions management during mergers and acquisitions

**-Kotsopoulou Ioanna (MANEDU) (2018)**

School climate and the role of the school manager

**-Rafailidou Maria (MBA) (2018)**

GDPR in Human Resources Institutions.

**-Vana Liakou (MBA) (2018)**

Common Evaluation Framework in Health Public Sector

**-Tasiopoulou Maria (MBA) (2018)**

Human Resources Management and Empowerment Methods for Productivity Improvement

**-Tzifonota Eleni (MBA) (2019)**

Self -efficacy in Private Sector. The case of LIDL

**-Andreas Heliopoulos (MBA) (2019)**

Strategies for improving work stress

**-Dora Tsavdaridou (MBA) (2019)**



Leaveism & Presenteeism. A study in the health sector.

## Committees of Scientific Journals and Conferences

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- Member of the scientific committee of **“ACADEMY of MANAGEMENT REVIEW”** and **“ACADEMY of MANAGEMENT JOURNAL”**.
- Member of the scientific committee of **“International Journal of Manpower”**.
- Member of the scientific committee of **“Employee Relations”**.
- **Member of the Organization Committee of the 1<sup>st</sup> Scientific Conference in “Educational Leadership, Effective Management and Ethics”**. University of Macedonia, 24-26 November 2017.
- **2nd International Conference in New Technologies in Human Resources Management** . Member of the Organization Committee and Keynote Speaker. January 2018 at ESCE International Business School, Paris.
- **Member of the editorial board at the Journal of European Economy** (<http://jeej.wunu.edu.ua/index.php/enjee/pages/view/edboarden> )



## 4.1 Scientific Projects

2015	Responsible for the configuration of crop systems in greenhouses within the project: "Strategic Guidelines and Technoeconomic Models of Green Geothermal use". Program code 88981. Aristotle University of Thessaloniki, 2015
2017	Implementation of the following work package: "O1: Web portal / forum", in the context of the implementation of the project entitled: "Educational practices and social entrepreneurship for young people_Social entrepreneurship and educational practices for young people _ SE + ED", Contract Number 2016-2- EL02-KA205-002486 in the framework of the European Program "ERASMUS +, Action KA2:" Strategic Partnerships aimed at Adult Education "and funded by the European Union through the Foundation for Youth and Lifelong Learning (I.NE.DI.VI.M) , which is a Public Decentralized Service of the Ministry of Education, Research and Religions, with a project duration from 01/10/2016 to 30/09/2017 and more specifically for the period from 01/07/2017 to 31/08/2017
2017	Implementation of the following work package: "O2: Social Entrepreneurship Courses", in the context of the implementation of the project entitled: "Educational practices and social entrepreneurship for young people_Social entrepreneurship and educational practices for young people _ SE + ED", Contract Number 2016-2- EL02 -KA205-002486 in the framework of the European Program "ERASMUS +, Action KA2:" Strategic Partnerships aimed at Adult Education "and funded by the European Union through the Foundation for Youth and Lifelong Learning (I.NE.DI.VI.M), which is a Public Decentralized Service of the Ministry of Education, Research and Religions, with a project duration from 01/10/2016 to 30/09/2017 and more specifically for the period from 01/07/2017 to 17/09/2017.
2018	Creation of educational material for the Robotics Academy of the University of Macedonia, in the framework of the project: "Robotics Academy - Educational and Social Robotics Actions"
2018	Co-founder of Portal praditus.com which is a platform for evaluating the "soft" skills of human resources
2021	Geo-Tours Guides: Enhancement of Tour Guides and Agents Competences on Geological Tours and Brand Building. ERASMUS + Project, ESCE International Business School





## 4.2 ERASMUS + Research Projects

**Title & acronym of the project:** Geo-Tours Guides: Enhancement of Tour Guides and Agents Competences on Geological Tours and Brand Building.

**Key Action:** KA220 - VET

**Duration of the project:** 36 months

Scientific Coordinator: **Prof. Athanasios Tsirikas, ESCE Paris**

### Participants:

- **P1: Coordinator:** ESCE International Business School, France
- **P2:** STANDO – Cyprus
- **P3:** KACZAWSKIE ASSOCIATION – Poland
- **P4:** Zavod Tovarna trajnostnega turizma – Slovenia
- **P5:** Mediterranean Pearls – Italy
- **P6:** International Sustainable Development Initiatives (ISDI) - Malta

### Erasmus+ priorities Horizontal:

- Environment and fight against climate change
- Addressing digital transformation through development of digital readiness, resilience and capacity

### Sectoral specific priorities:

- Adapting vocational education and training to labour market needs
- Increasing the flexibility of opportunities in vocational education and training

**Budget: 240.000 Euros**



### 4.3 Administrative Work

#### **Contribution in Committees.**

- Administrative Head of the Management Courses for years 1-3 at ESCE International Business School .Selection of Professors, syllabus management, courses evaluation.
- Member of the Committee for the evaluation of candidates for recruiting scientific staff at the University of Macedonia. Department of Accounting and Finance. (2006-2011).
- Member of the Committee for the evaluation of candidates for recruiting scientific staff at the University of Macedonia. Department of Educational and Social Policy. (2016-2021).
- Member of the Committee for the evaluation of candidates for recruiting scientific staff at ESCE International Business School.



#### **4.4 Contribution at several professional committees and professional chambers**

- Member of the Technical Chamber of Greece
- Member of the Academy of Management



## 4.5 Erasmus Teaching Service

- Teaching at the Berlin School of Economics and Law in Germany  
Sustainability week: 05-13 November 2021  
Course title: Sustainability Impact Assessment
- Teaching at the University of Alcala, Spain  
Course title: Project Management Cost Management and KPIs



## 4 Research Statement

### Overview

My initial interest in organization theory stems from seeing organizations as lenses for understanding society (Coleman, 1990; Perrow, 1991) and society as a shaping force for the existence and appearance of organizations (Stinchcombe, 1965). But what has maintained my interest in organization theory has been how organizations and society are constantly changing with respect to each other. Whether slow (e.g., the transition of the United States economy from manufacturing- to service-based) or fast (e.g., the dot-com boom), these changes lead me to study organizations contextually and to theorize about the dynamics of organizations and society.

Broadly speaking, then, my research focuses on understanding the relationship between institutional change and organizational behavior. I study the changing climate within organizations as well as the change patterns through several filters (i.e. knowledge management, organizational memory, organizational psychology and cultural effects) and I try in several cases to measure the overall impact on human productivity.

I am also deeply interested in knowledge management processes within organizations, following the hybrid concept on managing knowledge assets or in other words, the balanced approach between the functionalist and interpretive way of thinking. In the same pattern, I am also working on modeling organizational memory. For this purpose, I have worked on a concept, which stems from parallelisms between, human and organizational memory.

Finally, my scientific interest is also focused on managerial topics, which have a close relation to organizational behavior concept. Those topics are Strategic management, Leadership, Empowerment and Talent Management.

Below, I am trying to outline my research profile, by quoting my dissertation synopsis as well as some representative research papers.



## **1. Dissertation: Strategic Knowledge Management in Modern Organizations. The impact of “Communication and Knowledge Motivator Model on Industrial Productivity”**

In my dissertation, I study the effectiveness of the implementation of a hybrid knowledge management system model, characterized as “Communication and Knowledge Motivator - CKM” on the productivity increase of the workers, on the formulation of a basic organizational memory, on the efficient knowledge management and on the treatment of knowledge gap between old and recently recruited personnel. Moreover, by the implementation of the CKM model I study the knowledge management index and also the job satisfaction improvement. My model is applied in a Greek public state organization, the Hellenic Railways S.A. which is used as a case study.

The application of the CKM model is evolved in approximately four years, while it takes place in 6 successive steps. Each step is a small knowledge management project itself, with specific intentions. Those steps are a) the build-up of communication channels between employees, b) the organization of frequent get-togethers in order to improve tacit knowledge exchange, c) the in-company seminars d) the training programs organized outside the company, e) the organization of knowledge fairs and f) the design and implementation of knowledge tanks.

Results, being supported from the academic literature, indicate that there is a significant positive impact of the CKM model application on each worker’s productivity (old and recently hired staff), while a positive impact is also observed on specific indexes, like the knowledge management diagnostic tool and the job satisfaction index.

My dissertation is completed with a series of structural set of proposals which are based on the research conclusions and aim on the improvement of business processes, on the improvement of workers’ productivity and also on the creation and implementation of continues and permanent knowledge management system.

The benefits that arise from my doctoral dissertation concern a) the academic community, which has the ability to continue further the research in this specific field in order to improve the already



successful model, b) the society, which through relevant knowledge management programs is in a position to achieve higher productivity and prosperity and c) the national economy, which thorough knowledge management systems can find a way to improve its competitiveness.

A part of this study was published at the “Employees Relations” Journal. (IF: 2.68 – 5 years)

## **2. Paper 1. Modeling and benchmarking organizations’ memory capabilities**

The paper proposes a functional model for enhancing and evaluating organizations’ memory capabilities. The model consists of well-tested and refined managerial measures that interact seamlessly with one another in order to deliberately preserve past experiences and make them available to support subsequent and increasingly sophisticated activities. Further, it applies the phenomenological model of human memory on the organizational field, by introducing that organizational memory is founded on individual and team interactions, knowledge management processes and technology.

The proposed model is based on five dimensions: a) bond quality between employees; b) knowledge diffusion processes; c) organizational training systems, d) knowledge storage capabilities; e) memory and knowledge-based decision making procedures. It acts as an organizational memory diagnostic tool of whether an organization provides and enhances organizational memory and reveals certain ways of acting towards forming organizational memory. Finally, the paper implements the proposed model in four business sectors in Greece, discusses the findings and proposes a number of strategic policies towards organizations’ memory enhancement.

## **3. Paper 2. Managers’ workplace attitudes, tolerance of ambiguity and firm performance**

The aim of the research is to investigate how managers’ personal traits, emotions and attitudes



shape their tolerance of ambiguity (TOA); and consequently, the influence of managers' ambiguity tolerance in organizations' financial performance. Design/methodology/approach – Survey data were collected from 54 Greek banks. A total of 412 senior-level managers completed questionnaires examining TOA, personal traits, emotions and attitudes in the workplace. Principal components analysis and ordinary least-squares regressions were used to explore the hypotheses of the paper.

Three factors characterize managers' emotions in the workplace, namely pleasure, arousal and dominance; and, respectively, two factors their involvement, namely importance and interest. Further, locus of control, importance, job satisfaction, pleasure and organizational commitment critically affect managers' TOA, which, in turn, seems to influence positively organizations' profitability. Research limitations/implications – Further research is required in Greek banking industry regarding the influence of managers' emotional and cognitive attributes in organizations' financial performance. Likewise, this research should be expanded to other industries.

The findings provide further support on the significance of emotional and cognitive attitudes in the workplace; the paper suggests policies to enhance managers' TOA, and thus, organizations' profitability.

The originality of this study lies in the finding that emotional and cognitive characteristics affect managers' TOA, which, in turn, influences significantly organizations' profitability. Another significant contributing factor is that the study is carried out in Greece, where few studies have been conducted in this area.

#### **4. Paper 3. Empowerment in the Greek Public Sector. Evidence from Top-Management Executives.**

The paper examines empowerment as a resource based view strategy for the development of





Greek public sector. Empowered organizations are expected to become the norm in the postmodern age, to gain commercial advantages and to be in a position to create and maintain a sustainable competitive advantage. However, it is widely believed that traditional command and control structures disempower organizational members, especially in the public sector. Within this context, our research uses the well-known Whetten and Cameron (1995) questionnaire for empowerment on a survey conducted among top management executives serving in four major Greek public sector organizations. Principal component factor analysis within a sample of 165 top-management public sector executives reveals the five empowerment dimensions, namely meaning, self-efficacy, self-determination, trust and personal control. After the discussion of the findings, a number of tactics and policies about the enhancement of executives' empowerment conclude the paper.

#### **5. Paper 4. CEOs' attitudes to change, strategic flexibility and organizational performance in Greek ICT industry**

In this paper, we examine the relationships between CEOs' attitudes to change (cognitive, affective & behavioural attitudes; tolerance of ambiguity; individual readiness for organizational change), strategic flexibility and organizational performance. Survey data were collected from 159 Greek firms from ICT industry. The paper hypothesizes that strategic flexibility mediates the relationships between CEOs' attitudes to change and organizational performance. The research findings note the importance of CEOs' attitudes in fostering flexibility; they indicate how each attitude influences strategic flexibility; as well as they confirm that strategic flexibility affects positively organizational performance. Theoretical and practical implications of these findings are discussed.

#### **6. Paper 5. The impact of leadership on firm financial performance: The mediating role of employees' readiness to change"**

The aim of the research is to investigate the influence of leadership on firm financial performance



and to explore the mediating role of employees' readiness to change. The paper hypothesizes that employees' readiness to change mediates the relationship between leadership and firm financial performance. A total of 213 employees of Greek shipping firms completed questionnaires examining their firms' leadership style and concurrently, their supervisors' appraised their readiness to change. The research model was tested with the use of Structural Equation Modelling.

The research findings note the importance of leadership in fostering firm financial performance; they describe how each leadership style influences employees' readiness to change; as well as, they confirm that employee readiness mediates the relationship between leadership and firm financial performance. Theoretical and practical implications of these findings are analysed.

Given that the research was conducted during the severe Greek economic crisis, a time when employees' behaviour is highly influenced by distinctive and complex internal and external relationships, there is scope for further work to verify that the relationships identified in this study remain valid during periods when market conditions are more favourable. The findings provide further support on the significance of employees' readiness to change and the paper suggests policies for its development. The originality of this study lies in the finding that employees' readiness to change mediates the relationship between leadership and firm financial performance. Further, the study was carried out in Greek shipping industry that plays a vital role in the international shipping industry which is responsible for the carriage of around 90% of world trade.

This paper was published in a journal with an impact factor of 1.977

## **7. Future Research**

Following a specific path in Human Resources Management and Talent development, I have plans for continuing to examine in a more thorough manner the relationship between knowledge



management organizational performance human skills development. I intend to create patterns for organizational excellence through managing intellectual assets and also to broaden my scientific horizons through the involvement in other managerial areas related to organizational behavior, such as leadership and strategic management.

Currently I am involved in several research teams at ESCE International Business School and also at The Economical Studies University in Athens, Greece and we expect a publication record of 6-8 papers per year.

In addition, I am in charge of the platform talentire.com which is a web based assessment tool for soft skills. Our platform will be live in the next months and is going to be acquired by a leader in IT industry.

Finally I would like to note that my research in the next years is going to be focused on two and two are the dimensions. The first one has to do with entrepreneurship. Entrepreneurship is the creation or extraction of value. With this definition, entrepreneurship is viewed as change, generally entailing risk beyond what is normally encountered in starting a business, which may include other values than simply economic ones. In his respect, Entrepreneurship is not a skill or a competence, rather than the outcome of a combination of skills.

Strategic thinking, creative acting, leadership style, team building and management, learning capacity, reliability, effective communication, responsibility awareness, aim management and action planning, tolerance of ambiguity and adjustability, risk acceptance and management... All these can be considered as skills for most of management experts. However, some others see something different here. Those , "others" see recipe ingredients that must be developed according to specific ratios in order generate an entrepreneurial mindset.

This is actually what I do. Different types of entrepreneurial mindsets, for different sectors, require a different type of "skills mixture". The building of the entrepreneurial mindset is based on the PAD model I have developed. My patented model (Plan-Assess-Develop) is a set of tools and actions in order to build the desired entrepreneurial mindset according to our vision.

Depending on the business sector, first, me and my team, we Plan the roadmap to the desired



outcome, then we Assess the levels of the existing and necessary skills and then based on individualized training models we Develop them.

Entrepreneurship IS NOT a skill. It is the outcome of blending the right proportions of specific skills, following a roadmap.

The second dimension has to do with career counselling. We have been building in the last five years a platform which is going to be used from students in order to identify their skills and talents and also to direct them into specific business sectors at which they're going to be much more productive and successful. Our platform is based on a set of psychographic tools that are used in order to assess students talent ,preferences and inclinations. This platform is going to be ready in April 2022 and is going to be launched at several schools all across Europe providing also the University or the institution which is going to support all this effort.

I will also continue my work with my team on statistical techniques and we plan to use derivatives in our future papers.

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Coleman, J. S. (1990). *Foundations of Social Theory*. Cambridge, MA: Harvard University Press.

Katsaros K.K., Tsirikas, A. & Nicolaidis, C. (2014), Managers' workplace attitudes, tolerance of ambiguity and firm performance: the case of Greek banking industry, *Management Research Review*, 37 (5), pp.442 – 465

Katsaros K.K. & Tsirikas, A., CEOs' attitudes to change, strategic flexibility and organizational performance in Greek ICT industry, Accepted for publication in *International Journal of Management Sciences*

Perrow, C. (1991). A society of organizations. *Theory and Society*, 20: pp. 725-762.



Stinchcombe, A. L. (1965). Social structure and organizations. In J. G. March (Ed.), *Handbook of Organizations*, pp. 142-193. Chicago: Rand McNally.

Tsirikas, A., Katsaros, K.K. & Nicolaidis, C. (2012) Modeling and benchmarking organizations' memory capabilities, *International Journal of Knowledge and Learning*, 8 (3/4), pp. 328–351

Tsirikas, A.&Katsaros, K.K. (2014), Empowerment in Greek Public Sector: The Evidence from Top Management Executives, *Advances in Business Related Scientific Research Journal*, 5 (1), pp.67-81.

Tsirikas, A., Katsaros, K. and Kosta, G.(2019).“ The impact of leadership on firm financial performance: The mediating role of employees' readiness to change”. *Leadership & Organization Development Journal*, Vol. 41 No. 3, pp. 333-347. <https://doi.org/10.1108/LODJ-02-2019-0088> - FNEGE Ranked



## 6. Research and Publications

### 6.1 Books

- Athanasios Tsirikas. **Project Management - Complete Study and Implementation Guide - Rosili Publications, Athens 2017 - Eudoxus Code: 68382291.** The book has been adopted by 17 university departments in Greece and since September 2020 is a key textbook in the Thematic Unit: Business and Organizational Management -40 of the Hellenic Open University (EAP decision). 2<sup>nd</sup> Edition is already launched.
- Athanasios Tsirikas. **Corporate Knowledge: Organization and Management - The Key to Future Competitive Advantage - Rosili Publications, Under Publication - Eudoxus Code: 68382387**

### 6.2 Publications in International Scientific Journals with Referees

- -Tsirikas, A., Katsaros, K.K. & Nicolaidis, C. (2012) Knowledge management, tolerance of ambiguity and productivity: Evidence from the Greek public sector, *Employee Relations*, 34 (4), pp. 344 -359. CNRS,FNEGE Ranked
- -Tsirikas, A., Katsaros, K.K. & Nicolaidis, C. (2012) 'Modelling and benchmarking organisations' memory capabilities', *International Journal of Knowledge and Learning*, 8 (3/4), pp. 328–351.
- -Katsaros K.K. & Tsirikas, A. (2012), Hotel managers' behaviour towards change uncertainty in Greece, *Tourismos: An International Multidisciplinary Journal of Tourism*, 7 (2), pp. 359–379.
- -Katsaros K.K., Tsirikas, A. & Nicolaidis, C. (2014), Managers' workplace attitudes, tolerance of ambiguity and firm performance: the case of Greek banking industry, *Management Research Review*, 37 (5), pp.442 – 465.



- -Katsaros K.K., Tsirikas, A. & Bani S. (2014), Exploring employees' perceptions, job-related attitudes and characteristics during a planned organizational change, *International Journal of Business Science and Applied Management*, 9 (1), pp. 36–50.
- -Tsirikas, A. & Katsaros, K.K. (2014), Empowerment in Greek Public Sector: The Evidence from Top Management Executives, *Advances in Business Related Scientific Research Journal*, 5 (1), pp.67-81.
- -Tsirikas, A. & Katsaros, K.K. (2014), Linking knowledge management, job satisfaction and productivity in the Greek public sector, *International Journal of Knowledge Management Studies*, Vol. 5, No: 3/4, 2014, pp.244-264.
- -Katsaros, K.K., Tsirikas, A., & Nicolaidis, C.(2014), Towards a tolerance of ambiguity model in Greek tourism industry, *Journal of Tourism and Hospitality Management*, March 2014, 2(3), pp.106-113.
- -Katsaros K.K., Tsirikas, A. & Nicolaidis, C., (2015), Firm performance: The role of CEOs' emotional and cognitive characteristics, *International Journal of Business and Economic Sciences and Applied Research*, 8(1), pp.51-82.
- -Katsaros K.K. & Tsirikas, A., (2014), CEOs' attitudes to change, strategic flexibility and organizational performance in Greek ICT industry, *International Journal of Management Sciences* 4, (12), 2014, pp. 567-581.
- -Tsirikas, A., Katsaros, K. & Kosta, G. (2022 estimated). "Building a Life-Long Learning Organization. A HRM based approach". (paper under first revision / *Emerald Journal: The Learning Organization*)
- -Tsirikas, A. and Giossi, S.(2022 estimated). "Navigation in the team performance: The value and management of heterogeneity: A theoretical approach" (sent for review at *The Academy of Management Review* (5th Review)).
- -Tsirikas, A. and Giossi, S.(2022 estimated). "Navigation in the team performance: The value and management of heterogeneity: The Functional Model" (sent for review at *The Academy of Management Journal* (3rd Review)).



- - Staboulis, M. & Tsirikas, A., Katsaros, K. (2019).“ Correlating horizontal skills with job specializations based on business sector dynamics in the regional labor markets. The case of Attica Region, Greece” Development Management, Volume 17, Issue 3, 2019
- -Staboulis, M. & Tsirikas, A. (2022). “The ethical dimensions of personal data management from modern Human Resources Management Systems: A Standardized Practice “. Thematic Volume in Educational Leadership – Springer (expected -2022)
- -Kotsoni, P., Tsirikas, A. (2022). “School-Wide Positive Behavior Support System (SWPBS): Measuring the SYSTEM’s awareness in Greek educational system”. Thematic Volume in Developmental Psychology – Springer (expected 2022)
- Tsirikas, A., Katsaros, K. and Kosta, G.(2019).“ The impact of leadership on firm financial performance: The mediating role of employees’ readiness to change”. Leadership & Organization Development Journal, Vol. 41 No. 3, pp. 333-347. <https://doi.org/10.1108/LODJ-02-2019-0088> - CNRS, FNEGE & Scopus Ranked
- Tsirikas, A., Katsaros, K. (2022 estimated). “Perceptions of change uncertainty and behavioral change support: The mediating role of “self and other” interest”. Employee Relations - Emerald (under second revision)
- Katsaros, K.K. and Tsirikas, A.N. (2022), "Perceived change uncertainty and behavioral change support: the role of positive change orientation", Journal of Organizational Change Management, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/JOCM-01-2021-0013> CNRS, FNEGE & Scopus Ranked





### 6.3 Publications in International Conferences with Referees

- -Tsirikas, A. and Nicolaidis, C. (2009). “Organizational Memory at Hellenic Railways’ Industrial Environment. The “Treatment” of Knowledge Gap Between New and “Ready to Retirement” Workers”. Proceedings of EDULEARN 2009 (International Conference on Education and New Learning Technologies). International Association of Technology, Education and Development, (IATED), Barcelona, Spain.
- -Tsirikas, A. and Nicolaidis, C.(2009). “The Impact of Industrial Training on Railways Employees and its Influence on the Average Productivity Rate”. Proceedings of NHIBE (New Horizons in Industry, Business and Education), 2009, Santorini Greece.
- -Tsirikas, A. and Nicolaidis, C.(2009). “The Enhancement of Job Satisfaction as a Result of the “Communication and Knowledge Motivator” Model Application. The Case Study of “Hellenic Railways””. Proceedings of ICERI 2009 (International Conference of Education Research and Innovation), Madrid, Spain.
- -Tsirikas, A. and Nicolaidis, C.(2010). “Linking Universities with Industry. A functional Approach on Creating an Effective Knowledge Management Framework”. Proceedings of ICAF, 2010 (3rd International Conference on Accounting and Finance), Skiathos, Greece.
- -Katsaros, K., Tsirikas, A. and Nicolaidis, C. (2011).“ Towards a tolerance of ambiguity model in Greek Tourism Industry”, Proceedings of the ICOT 2011,(International Conference on Tourism), Cyprus University of Technology, Rhodes 27-30 April 2011, Greece.
- -Tsirikas, A.& Hatzigeorgiou A.(2011). “The cost of Quality in Technical Project Management”.International Conference on Applied Business and Economics (ICABE), September 29th to October 1st, 2011, University of Pireus.
- -Tsirikas, A., Skordaris, A., Koytrakis, S., & Katsaros, K. (2015). “Modelling Learning Organizations”. International Conference on Lifelong Learning, June 27th to 29th 2015, University of Macedonia.



- -Tsirikas, A., Giossi, St., Katsaros, K. (2015). "The learning roadmap: From individuals, to Teams and Organizations". International Conference : Reimagining School, September 24th to 26th 2015, University of Macedonia.
- -Tsirikas, A., Katsaros, K.K. (2016). "The future of Strategic Human Resources Management: Developing the desired workforce". 6th International Conference: Quality and Prototyping in Education, Vocational Training and Lifelong Learning. May 27th to 29th, Aristotle University of Thessaloniki.
- -Staboulis, M. & Tsirikas, A. (2017). "The ethical dimensions of personal data management from modern Human Resources Management Systems: A Standardized Practice ". 1st International Conference: Educational Leadership, Effective Administration and Ethical Values, 24-26 November 2017, University of Macedonia, Thessaloniki, Greece
- -Botsiou, M., Tsirikas, A. & Dagdilelis, V. (2018). "The revolutionary infosphere concept. Classifying the past, interpreting the present and reshaping the future of humanity". 6th Conference of Developmental Psychology (DevPsy2018), 10-13 May 2018, University of Macedonia, Thessaloniki, Greece.
- -Kotsoni, P., Tsirikas, A. (2018). "School-Wide Positive Behavior Support System (SWPBS): Measuring the SYSTEM's awareness in Greek educational system". 6th Conference of Developmental Psychology (DevPsy2018), 10-13 May 2018, University of Macedonia, Thessaloniki, Greece



## 6.4 Other Publications

- **Tsirikas, A. (2011).** Doctoral dissertation. Knowledge Management and its impact on employees' Productivity rate. Department of Accounting and Finance, University of Macedonia, Thessaloniki, Greece.
- **Tsirikas, A. (2003).** Postgraduate Thesis. Knowledge management. A Modelized Practice in Greek Private Sector Marketing Departments. Department of Mechanical Engineering, Aristotle University of Thessaloniki.
- **Tsirikas, A. (2001).** Postgraduate Thesis. Polypropylene-Poly (Propylene-co-Ethylene) Industrial Compounds. The effect of Microstructure and of the Copolymer percentage on Rheology, Morphology and Mechanical Properties of the Material. Department of Mechanical Engineering, Aristotle University of Thessaloniki.
- **Tsirikas, A. (1998).** Bachelor's thesis. Pelton Turbines. Technical parameters, Efficiency and Hydro-Power Plant Management. Department of Mechanical Engineering, Aristotle University of Thessaloniki.



## 7 Publications' Outline

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### 7.1 Books

- **Athanasios Tsirikas. Project Management - Complete Study and Implementation Guide - Rosili Publications, Athens 2017 - Eudoxus Code: 68382291. The book has been adopted by 17 university departments in Greece and since September 2020 is a key textbook in the Thematic Unit: Business and Organizational Management -40 of the Hellenic Open University (EAP decision). 2<sup>nd</sup> Edition is already launched.**

*The book Project Management: A Complete Guide to Design and Implementation aims at in-depth presentation of knowledge areas particularly useful for the execution and successful management of any type of project. In particular, its purpose is to provide the necessary knowledge to people who wish to upgrade their knowledge or professional prospects, cultivating skills related to:*

- *modern methods of design, monitoring and project management in general, a methodology and evaluation methodology;*
- *preparation of project budgets,*
- *learning of the bureaucratic practice of project management,*
- *human resource management of the project management company,*
- *formulation of an effective project control policy.*

*The chapters, as well as the sections of each chapter, are presented in a logical Learning sequence. The understanding of each topic depends on the knowledge gained from the study of the previous sections in order not to create cognitive issues. Each concept is clearly explained when it first appears, so that it can be understood without requiring prior knowledge of project management. This facilitates the gradual learning and consolidation of the subjects, but also makes the book useful even for beginners who want to quickly reach the desired level for the perfect execution and management of any kind of project. The order of presentation of the themes is consistent with the principles of the project life cycle, combining academic knowledge and practical experience in a unique way. A key originality of the book is the conscious effort to use as few mathematical expressions as possible, which often prevent the theoretical scientists from delving into the concepts of project organization and management. The book is addressed to:*

- *Students who are related in any way to the organization and administration of projects.*



- *All executives of companies and organizations, from private and public sector, who serve as managers or participate in any role in project management teams, small or large.*
- *Candidates for Project Management Professional (PMP) exams conducted by the Project Management Institute (PMI). However, it should be emphasized that this is not an exam book, but a basic help to understand the basic concepts and to understand the role of the project manager. Combined with ongoing exercise and application assistance, it can be an important tool for fully preparing for certification exams.*

● **Athanasios Tsirikas. Corporate Knowledge: Organization and Management - The Key to Future Competitive Advantage - Rosili Publications, Under Publication - Eudoxus Code: 68382387**

*This book is an attempt to model knowledge management practices at the corporate level, offering tools and techniques that offer a sustainable competitive advantage in today's organizations.*

## 7.2 Publications in International Journals with Referees

- **Tsirikas, A., Katsaros, K.K. & Nicolaidis, C. (2012) Knowledge management, tolerance of ambiguity and productivity: Evidence from the Greek public sector, *Employee Relations*, 34 (4), pp. 344 -359**

*Purpose – The aim of this research is to investigate the influence of hybrid knowledge management in workers' productivity and tolerance of ambiguity. Design/methodology/approach – The research was conducted before and after the implementation of the Communication and Knowledge Motivator (CKM) model in Hellenic Railways Organization (2004 and 2008). Survey data were collected from 352 workers. In the first phase (2004), workers' productivity, ambiguity tolerance and demographical characteristics were examined. In the second phase (2008), the same measurements were performed. Ordinary regressions (enter and stepwise) were used to explore the research hypotheses.*

*Findings – The paper finds that workers' productivity and tolerance of ambiguity is positively affected by the CKM model. Further, it confirms the significant influence of workers' ambiguity tolerance in their productivity, before and after the implementation of the CKM model.*



*Research limitations/implications – Workers’ productivity might be influenced by the Hawthorne effect or by other emotional/cognitive attitudes. There is no such earlier measurement in Greece to compare and appraise the research findings and overall, the CKM model. Further research needs to be conducted in the Greek public sector.*

*Practical implications – The research findings suggest that the CKM model affects positively workers’ productivity and ambiguity tolerance. Additionally, they note that workers’ tolerance of ambiguity affects significantly their productivity.*

*Originality/value – The originality of this study lies in the CKM model that may influence positively workers’ productivity and ambiguity tolerance. The study was carried out in Greece where few relevant studies have been conducted.*

*Keywords Knowledge management, Productivity, Public sector, Tolerance of ambiguity, Public sector organizations, Greece*

*Paper type- Research paper*

- **-Tsirikas, A., Katsaros, K.K. & Nicolaidis, C. (2012) ‘Modelling and benchmarking organisations’ memory capabilities’, *International Journal of Knowledge and Learning*, 8 (3/4), pp. 328–351.**

*The paper proposes a functional model for enhancing and evaluating organisations’ memory capabilities. The model consists of well-tested and refined managerial measures that interact seamlessly with one another in order to deliberately preserve past experiences and make them available to support subsequent and increasingly sophisticated activities. Further, it applies the phenomenological model of human memory on the organisational field, by introducing that organisational memory is founded on individual and team interactions, knowledge management processes and technology. The proposed model is based on five dimensions: a) bond quality between employees; b) knowledge diffusion processes; c) organisational training systems, d) knowledge storage capabilities; e) memory and knowledge-based decision making procedures. It acts as an organisational memory diagnostic tool of whether an organisation provides and enhances organisational memory and reveals certain ways of acting towards forming organisational memory. Finally, the paper implements the proposed model in four business sectors in Greece, discusses the findings and proposes a number of strategic policies towards organisations’ memory enhancement.*



- **-Katsaros K.K. & Tsirikas, A. (2012), Hotel managers' behaviour towards change uncertainty in Greece, *Tourismos: An International Multidisciplinary Journal of Tourism*, 7 (2), pp. 359–379**

*Organizational change is an intrinsic attribute of nature that provokes emotional and psychological effects. However, today there is a rising concern about the pace, frequency and content of change. Consequently, employees' tolerance-of-ambiguity rises as a critical competitive advantage that facilitates organizations to react quickly and change successfully. The paper examines managers' emotional and cognitive attitudes in the workplace and their influence in tolerance of change ambiguity. The research sample consists of 180 Greek hotel managers. The results of the principal components analysis indicate that three factors characterize managers' emotions, namely pleasure, arousal and dominance; and two their involvement respectively, namely importance and interest. Further, regression results illustrate the influence of dominance, importance, job satisfaction and organizational commitment in managers' tolerance-of-ambiguity. Concluding, the paper suggests certain policies for increasing managers' tolerance-of-ambiguity and thus, their performance during change.*

- **-Katsaros K.K., Tsirikas, A. & Nicolaidis, C. (2014), Managers' workplace attitudes, tolerance of ambiguity and firm performance: the case of Greek banking industry, *Management Research Review*, 37 (5), pp.442 – 465**

*Purpose – The aim of the research is to investigate how managers' personal traits, emotions and attitudes shape their tolerance of ambiguity (TOA); and consequently, the influence of managers' ambiguity tolerance in organizations' financial performance.*

*Design/methodology/approach – Survey data were collected from 54 Greek banks. A total of 412 senior-level managers completed questionnaires examining TOA, personal traits, emotions and attitudes in the workplace. Principal components analysis and ordinary least-squares regressions were used to explore the hypotheses of the paper.*

*Findings – Three factors characterize managers' emotions in the workplace, namely pleasure, arousal and dominance; and, respectively, two factors their involvement, namely importance and interest. Further, locus of control, importance, job satisfaction, pleasure and organizational commitment critically affect managers' TOA, which, in turn, seems to influence positively organizations' profitability. Research limitations/implications – Further research is required in Greek banking industry regarding the influence of managers' emotional and cognitive attributes in*



*organizations' financial performance. Likewise, this research should be expanded to other industries.*

*Practical implications – The findings provide further support on the significance of emotional and cognitive attitudes in the workplace; the paper suggests policies to enhance managers' TOA, and thus, organizations' profitability.*

*Originality/value – The originality of this study lies in the finding that emotional and cognitive characteristics affect managers' TOA, which, in turn, influences significantly organizations' profitability. Another significant contributing factor is that the study is carried out in Greece, where few studies have been conducted in this area.*

*Keywords Attitudes, Emotions, Financial performance, Greek banks, Personal traits*  
*Paper type Research paper*

- **-Katsaros K.K., Tsirikas, A. & Bani S. (2014), Exploring employees' perceptions, job-related attitudes and characteristics during a planned organizational change, International Journal of Business Science and Applied Management, 9 (1), pp. 36–50.**

*The current study explores employee perceptions regarding organizational readiness to change, supervisory support, trust in management and appropriateness of change during a planned organizational change in a public hospital. Survey data were collected at two time periods, before and five months after the initiation of the planned change. Research findings show a significant increase in perceptive organizational readiness to change, supervisory support, trust in management and appropriateness of change after the planned change implementation. Findings also suggest that differences in the aforementioned perceptions are moderated by certain job-related attitudes, namely, job satisfaction, organizational commitment and job involvement; and job-related characteristics, namely, skill variety, task identity, task significance feedback, autonomy and goal clarity. Theoretical and practical implications of these findings are discussed.*

- **-Tsirikas, A. & Katsaros, K.K. (2014), Empowerment in Greek Public Sector: The Evidence from Top Management Executives, Advances in Business Related Scientific Research Journal, 5 (1), pp.67-81.**

*The present paper examines empowerment as a resource based view strategy for the development of Greek public sector. Empowered organizations are expected to become the norm in the postmodern age, to gain commercial advantages and to be in a position to create and maintain a sustainable competitive advantage. However, it is widely*





*believed that traditional command and control structures disempower organizational members, especially in the public sector. Within this context, our research uses the well-known Whetten and Cameron (1995) questionnaire for empowerment on a survey conducted among top management executives serving in four major Greek public sector organizations. Principal component factor analysis within a sample of 165 top-management public sector executives reveals the five empowerment dimensions, namely meaning, self-efficacy, self-determination, trust and personal control. After the discussion of the findings, a number of tactics and policies about the enhancement of executives' empowerment conclude the paper.*

- **-Tsirikas, A. & Katsaros, K.K. (2014), Linking knowledge management, job satisfaction and productivity in the Greek public sector, International Journal of Knowledge Management Studies, Vol. 5, No: 3/4, 2014, pp.244-264.**

*The paper firstly, investigates the influence of knowledge management on workers' productivity and job satisfaction; and secondly, it examines the relationship between workers' productivity and job satisfaction. The research was conducted before and after the implementation of the communication and knowledge motivator model in a Greek public sector organisation (2004 and 2008 respectively). Survey data were collected from 352 workers. In the first phase (2004), we examined workers' productivity and job satisfaction and the relationship between them. In the second phase (2008), the same measurements were performed. Factor and regression analyses (methods enter and stepwise) were used to explore the research hypotheses. The paper finds that workers' productivity and job satisfaction are positively affected by the implementation of the CKM model. Further, it indicates that there is no significant relationship between workers' job satisfaction and productivity; and alternatively, it notes that other work related and personal factors affect workers' productivity.*

- **-Katsaros, K.K., Tsirikas, A., & Nicolaidis, C.(2014), Towards a tolerance of ambiguity model in Greek tourism industry, Journal of Tourism and Hospitality Management, March 2014, 2(3), pp.106-113.**

*The present paper examines the influence of locus of control, involvement, job satisfaction, and organizational commitment on hotel chief executive officers' (CEOs) tolerance of ambiguity. The research sample consists of 82 Greek hotels' CEOs. The first part of this paper analyses their level of locus of control, involvement, job satisfaction, and organizational commitment, in front of the frequent, uncertain, and ambiguous changes in their business environment. In the second part, results of principal*



*component analysis indicate that two factors characterize CEOs' involvement, namely, importance and interest. Further, regression results reveal the significant influence of interest, locus of control, and job satisfaction on CEOs' tolerance of ambiguity. Finally, this paper discusses the research findings and proposes certain practical implications for enhancing Greek hotel CEOs' level of tolerance of ambiguity and thus, their efficiency during change.*

- **-Katsaros K.K., Tsirikas, A. & Nicolaidis, C., (2015), Firm performance: The role of CEOs' emotional and cognitive characteristics, International Journal of Business and Economic Sciences and Applied Research, 8(1), pp.51-82.**

*Purpose – The key question addressed in the paper is whether creativity fostering methods increase innovation output in Croatian firms. Design/methodology/approach – By utilizing the Community Innovation Survey 2010 data and propensity score matching methods, we estimate the average treatment effect of the treated (i.e. firms that employ creativity stimulation methods). Within this framework, our measured outcome is the innovation activity of the firm and the treatment is the creativity stimulation method used by the firm.*

*Findings – The results confirm that the creativity enhancing methods have a positive impact on innovation activity in Croatian enterprises. The empirical analysis of average treatment effect of the treated reveals that the most effective measure seems to be training, followed closely by multidisciplinary working teams. Non-financial creativity enhancing methods seem to be least effective.*

*Research limitations/implications – The results follow some stylized facts related to Croatian enterprises. However, since this paper provides first attempt of the analysis of these issues, future research efforts are required to substantiate our findings.*

*Originality/value – The analysis of effectiveness of creativity fostering methods for innovation activity has proved that the innovation activity can be enhanced by employing each of the method analysed in the paper.*

- **-Katsaros K.K. & Tsirikas, A., (2014), CEOs' attitudes to change, strategic flexibility and organizational performance in Greek ICT industry, International Journal of Management Sciences 4, (12), 2014, pp. 567-581.**

*We examine the relationships between CEOs' attitudes to change (cognitive, affective & behavioural attitudes; tolerance of ambiguity; individual readiness for organizational*



*change), strategic flexibility and organizational performance. Survey data were collected from 159 Greek firms from ICT industry. The paper hypothesizes that strategic flexibility mediates the relationships between CEOs' attitudes to change and organizational performance. The research findings note the importance of CEOs' attitudes in fostering flexibility; they indicate how each attitude influences strategic flexibility; as well as they confirm that strategic flexibility affects positively organizational performance. Theoretical and practical implications of these findings are discussed.*

- **Tsirikas, A. and Giossi, S.(2021 estimated).“Navigation in the team performance: The value and management of heterogeneity” (sent for review at Academy of Management Review)**

*An attempt to explain the influence of diversity management on multicultural teams' performance addressed the present research study. Taking into consideration the complexity of both, team performance and heterogeneity management, and combining functional and interpretive paradigms, a ready- to implement multi-dimensional model emerged. This model on the one hand seeks to attune team members' uniqueness, skills, talents to cultural identity in three levels such as organizational, team and individual and on the other hand, sets the prerequisites for team performance based on diversity management. Apart from its simplicity and flexibility, the suggested model is accompanied by a guide useful for the navigation from the first to the fourth of its phases, while it is useful for the evaluation of team performance in terms of the heterogeneity management status to both enterprises and organizations. The presented model seems to be capable of increasing the interest of theorists, researchers and practitioners who are interested in fostering inclusion and equality in teams and organizations in the workplace due to effective diversity management.*

- **-Staboulis, M. & Tsirikas, A., Katsaros, K. (2019).“ Correlating horizontal skills with job specializations based on business sector dynamics in the regional labor markets. The case of Attica Region, Greece” Development Management, Volume 17, Issue 3, 2019.**

*The correlation of horizontal skills and vocational specializations is a major challenge for regional employment policies and national economies. This is because this specific type of correlation is ca- pable of shaping the vocational training model as well as the educational system at a higher level (universities) based on the business sector dynamics.*



*The purpose of the article is to explore the correlation of horizontal skills and job specializations based on the business sector dynamics in Attica region, Greece.*

*To achieve that, both quantitative and qualitative approaches were used. In terms of the quantitative research, a field research was conducted to collect primary data on a sample of companies; the needs for horizontal skills and one-digit (ISCO-Codes) specializations are explored and recorded. Emphasis was placed on the recording of vacancies as well as jobs that are difficult to be filled-in in the Attica region; their quantitative and qualitative characteristics were also analyzed.*

*The results of the quantitative analysis are confirmed by the qualitative research findings, following the logic of the triangulation research methodology. Triangulation was originally proposed in social sciences to increase the credibility and validity of research findings. In other words, it is the use of more than one research techniques in the study of the same research field, each used to verify the results of the other.*

*The methodology used in this research is innovative due to the use of geographic information systems (GIS).*

- **-Staboulis, M. & Tsirikas, A. (2022 estimated). “The ethical dimensions of personal data management from modern Human Resources Management Systems: A Standardized Practice “. Thematic Volume in Educational Leadership – Springer (expected 2022)**

*Modern business and business practices in the labour markets have created a whole new perspective on the concept and nature of human resources management systems in large enterprises, based on the ever-evolving and dynamically changing globalized concept of corporate governance and accountability. In particular, handling large amounts of personal data through electronic systems, platforms and human resource management applications at multinational level raises fundamental ethical questions about how to manage, process, exploit and ultimately distribute such human capital data. In this respect, the ethical dimensions of use and exploitation of personal data held by business structures at multinational level are crucial factors in shaping human resources management and development systems in the near future. In addition, it is necessary to standardize procedures concerning the issue of managing personal data in such a way that both organizations and workers are safeguarded, not only in the context of the ever-changing legal frameworks of labor law but also in the application of principles of corporate social responsibility. Finally, another important matter concerns skills framework of human resources management personnel in relation to this issue.*

*This paper presents a conceptual critical analysis of the issue, as well as a model for the management of large volume personal data, while taking into account the ethical issues that arise as the trends are expected to emerge in the future.*



*The results of our work highlight the importance of handling large-volume personal data in the advanced human resources management systems of large enterprises, while we also present a realistic model that can be adopted and integrated by corporate governance systems designers.*

- **-Kotsoni, P., Tsirikas, A. (2022 estimated). “School-Wide Positive Behavior Support System (SWPBS): Measuring the SYSTEM’s awareness in Greek educational system”. Thematic Volume in Developmental Psychology -Springer**

*The problems that school teachers face nowadays with discipline and adaptation of several students has been a great concern and a major issue in educational systems on a global scale, during the last three decades, due to the alarming rise in disruptive and dangerous behavior in schools. School Wide Positive Behavior Support was introduced in the USA in order to support and enhance the academic performance and social competences of all students and satisfy behavioral problems registered in schools through a positive support methodology. In particular, emphasis is given on a function-based approach on students and works on a cognitive level by initially attempting to understand the problem and its severity, measure rebounds resulting from that and finally provide solutions by eliminating the problem and suggest sustainment of appropriate or acceptable social skills.*

*Our study is focused on measuring the SWPBS awareness in Greek educational system. In this respect, we selected a sample of 164 teachers from different disciplines and levels among the Greek public and private teachers population, using a questionnaire. Our findings indicate that Greek teachers, including also teachers with a masters’ degree in special education, are not aware of the SWPBS system, although in some cases, there is a “claimed knowledge” issue which stems probably from the fact that the participants are not in a position to admit any educational gaps and insufficient professional qualifications.*



- Tsirikas, A., Katsaros, K. and Kosta, G.(2019).“ The impact of leadership on firm financial performance: The mediating role of employees’ readiness to change”. *Leadership & Organization Development Journal*, Vol. 41 No. 3, pp. 333-347. <https://doi.org/10.1108/LODJ-02-2019-0088>  
- FNEGE Ranked

**Purpose** – The aim of the research is to investigate the influence of leadership on firm financial performance and to explore the mediating role of employees’ readiness to change.

**Design/methodology/approach**– The paper hypothesizes that employees’ readiness to change mediates the relationship between leadership and firm financial performance. A total of 213 employees of Greek shipping firms completed questionnaires examining their firms’ leadership style and concurrently, their supervisors’ appraised their readiness to change. The research model was tested with the use of Structural Equation Modelling.

**Findings** –The research findings note the importance of leadership in fostering firm financial performance; they describe how each leadership style influences employees’ readiness to change; as well as, they confirm that employee readiness mediates the relationship between leadership and firm financial performance. Theoretical and practical implications of these findings are analysed.

**Research limitations/implications** – Given that the research was conducted during the severe Greek economic crisis, a time when employees’ behaviour is highly influenced by distinctive and complex internal and external relationships, there is scope for further work to verify that the relationships identified in this study remain valid during periods when market conditions are more favourable.

**Practical implications** – The findings provide further support on the significance of employees’ readiness to change and the paper suggests policies for its development.

**Originality/value** – The originality of this study lies in the finding that employees’ readiness to change mediates the relationship between leadership and firm financial performance. Further, the study was carried out in Greek shipping industry that plays a vital role in the international shipping industry which is responsible for the carriage of around 90% of world trade.

**Keywords** – Firm performance; leadership; readiness to change  
Paper type – Research paper





- **-Tsirikas, A., Katsaros, K., Kosta, G.(2022 estimated).“Learning organizations- A modelized perspective”. (paper under first revision / Emerald Journal).**

*In recent international literature, and in line with current research trends in the organizations’ management field, the concept of “learning organizations” gathers considerable scientific interest. However, the understanding of the field is limited and there is no consensus among researchers even regarding main issues of the concept. The present paper proposes a functional model for both modeling a learning organization and evaluating organizations in terms of organizational learning in general. The proposed model, which stems both from the study of the scientific literature and the research and work experiences of the authors, is developed in seven dimensions based on a) management models in terms of learning, b) human resources and c) technological infrastructure. The name of the proposed model – DEVELOP – is formed from the initials of the seven dimensions that compose the model which are: i) Dynamic Structure, ii) Evolving human capital relations, iii) Visionary leaders, iv) Experiential Networking, v) Learning processes and knowledge tanks, vi) Organizational environmental adaptation, vii) Proactive learning strategies. The proposed dual model runs with a series of evaluation questions for each dimension, thus making it a practical tool that can be used immediately in future research efforts in the scientific area of learning organizations.*

- **Tsirikas, A., Katsaros, K. (2022 expected). “Perceptions of change uncertainty and behavioral change support: The mediating role of “self and other” interest”. Personnel Review (under second revision)**

*Both uncertainty reduction and uncertainty management theory suggest that uncertainty reduction during organizational change is imperative as it may influence positively employees’ relevant attitudes and behaviors. By drawing on the theory of planned behavior that links individual’s beliefs and behavior, this paper seeks to examine how employees’ self- and other- interest may reduce perceptions of change uncertainty and consequently, foster their behavioral change support (i.e. compliance, cooperation, and championing). Using a sample of 105 employees along with their supervisors who evaluated the level of their change support, the paper argues that both self-interest and other-interest partially mediate the negative relationship between perceptions of change uncertainty and behavioral change support.*



- **Katsaros, K.K. and Tsirikas, A.N. (2022), "Perceived change uncertainty and behavioral change support: the role of positive change orientation", Journal of Organizational Change Management,**

*Drawing from uncertainty reduction theory and uncertainty management theory, we argue that employees' positive change orientation (i.e. change self-efficacy, positive attitudes toward change, perceived control) may reduce perceived change uncertainty and consequently, foster their change support (i.e. compliance, cooperation, and championing). Using a sample of 105 employees and their supervisors who assessed their change support, our findings suggest that both change self-efficacy as well as perceived control partially mediate the negative relationship between perceived change uncertainty and change support.*





### 7.3 Publications in International Conferences with Referees

- -Tsirikas, A. and Nicolaidis, C. (2009). “Organizational Memory at Hellenic Railways’ Industrial Environment. The “Treatment” of Knowledge Gap Between New and “Ready to Retirement” Workers”. Proceedings of EDULEARN 2009 (International Conference on Education and New Learning Technologies). International Association of Technology, Education and Development, (IATED), Barcelona, Spain.

*In an age when information is abundantly available to everyone, it is no longer enough to possess knowledge. Individuals and companies have to act on it. It is not enough to accumulate knowledge in libraries or databases, but to create a knowledge-friendly environment for different groups of workers with different experiential levels, in technology focused jobs. Most important, it has to be considered the necessity to apply knowledge, by making better decisions, coordinating company operations, and advancing competitive strategies. With respect to the resource-based view of strategic management, one of the most important disadvantages that the Hellenic Railways face is the inevitable retirement of workers that had key positions in the company. Specifically, the new workers had to accumulate all the “tacit knowledge” they could, in only a few months, due to the fact that Hellenic Railways did not make any recruitment for a period of more than 20 years.*

*The present paper focuses on the efforts of creating a basic organizational memory in the Hellenic Railways Industry. Our main purpose is to create the spark for a basic knowledge organizational memory, and to treat the gap that was created because of the company’s negligence to recruit on time the key-staff. In this respect, a number of methods of knowledge exchange and knowledge “cultivation” were designed and applied across older and newer groups of workers for the time period of 9 months. Results show that, after the time period of 9 months, team productivity was raised and in some cases, individuals, recently recruited, had their performance escalated up to 250%, while it was noticed, through personal contacts, that job commitment of the new workers was improved, creating the basis of an organizational memory system. Since then, knowledge management methods are highly appreciated in company (Thessaloniki workshop) and databases of both tacit and explicit knowledge factors are being “recorded”, “evaluated” and “reused” towards a knowledge creating environment.*



- **-Tsirikas, A. and Nicolaidis, C.(2009). “The Impact of Industrial Training on Railways Employees and its Influence on the Average Productivity Rate”. Proceedings of NHIBE (New Horizons in Industry, Business and Education), 2009, Santorini Greece.**

*It is widely accepted that industrial training plays a catalytic role in the overall productivity rate. The present paper is based on a research which took part in the Greek Railways Industry, in Thessaloniki, where 4 different groups of employees (total 83 workers) were tested, as far as it concerns their productivity rate, before and after 3 different training programs-steps, focused on specific technological frameworks related to the core of their jobs. Analysis of the results has shown that after the end of the third training program, the overall performance of those groups was raised even up to 4 times in some cases. It was also revealed that each program had a different impact on employee’s performance. It was also revealed that the overall productivity rate was related to other characteristics such as the participation in certain teams.*

- **-Tsirikas, A. and Nicolaidis, C.(2009). “The Enhancement of Job Satisfaction as a Result of the “Communication and Knowledge Motivator” Model Application. The Case Study of “Hellenic Railways””. Proceedings of ICERI 2009 (International Conference of Education Research and Innovation), Madrid, Spain.**

*Job satisfaction is a predictor of organizational commitment, and is related directly to productivity and performance issues. Many studies use different facets of satisfaction to predict employee attributes such as performance, organizational commitment, and service quality. Also leadership behaviour is affected by commitment, which is related to job satisfaction and job performance. As an attitude, differences between commitment and job satisfaction are seen in several ways.*

*The present paper is focused on the issue of Job Satisfaction and its connection to overall productivity rate, as a result of the application of the “Communication and Knowledge Motivator” Model (CKM) in one of the Hellenic Railways Workshop in Thessaloniki, Greece. The design and implementation of our CKM model had as a primary aim to treat the “Knowledge Gap” between the “New” and “Ready to Retirement” Workers. In Parallel, two measurements of Job Satisfaction among the Hellenic Railways technicians were applied. One before and one after the implementation of the “Communication and Knowledge Motivator”. The sample of our research consisted of 83 workers, divided in four teams. All workers, new and old staff, worked in a highly demanding industrial environment, and served in technology related jobs, necessitating skills and educational background.*



*Apart from the fact that individuals' and team productivity rate was increased up to 250% in some cases, results have shown that there was a remarkable increase in Job Satisfaction among all workers. Especially, recently recruited staff raised its Job Satisfaction (Job Satisfaction Index Value-JSI value), in parallel with productivity and organizational commitment, presenting greater improvement in comparison to old – "ready to retirement" workers*

- **-Tsirikas, A. and Nicolaidis, C.(2010). "Linking Universities with Industry. A functional Approach on Creating an Effective Knowledge Management Framework". Proceedings of ICAF, 2010 (3rd International Conference on Accounting and Finance), Skiathos, Greece.**

*A great number of policy makers and researchers consider knowledge transfer between universities and industry as one of the most promising measures to strengthen a country's economic development. Although the idea of linking universities and industry is not new and despite the long history and recent efforts to improve university-industry collaborations, the full potential does not yet seem to be exploited. At the same time, industry increasingly relies on external knowledge sources in order to keep up with the pace of their competitors, while in many cases these external sources are customers and suppliers. However, industry more and more seeks for support in universities when faced with complicated knowledge issues, mainly because universities are still one of the major producers of knowledge, despite an increase of other R&D institutions. The present paper examines motives, as well as barriers, related to knowledge transfer out of a systemic, as well as an organizational-related view, providing some general suggestions for further improvements. This study proposes also the use of a systematic-view based theoretical knowledge management framework for creative knowledge transfer between universities and industry, introducing a revised role of the "spin-off companies" and taking into consideration the special circumstances of Greek economic environment.*

- **-Katsaros, K., Tsirikas, A. and Nicolaidis, C. (2011). "Towards a tolerance of ambiguity model in Greek Tourism Industry", Proceedings of the ICOT 2011,(International Conference on Tourism), Cyprus University of Technology, Rhodes 27-30 April 2011, Greece.**

*The present paper examines the influence of locus of control, involvement, job satisfaction, and organizational commitment on hotel chief executive officers' (CEOs) tolerance of ambiguity. The research sample consists of 82 Greek hotels' CEOs. The first part of this paper analyses their level of locus of control, involvement, job*



*satisfaction, and organizational commitment, in front of the frequent, uncertain, and ambiguous changes in their business environment. In the second part, results of principal component analysis indicate that two factors characterize CEOs' involvement, namely, importance and interest. Further, regression results reveal the significant influence of interest, locus of control, and job satisfaction on CEOs' tolerance of ambiguity. Finally, this paper discusses the research findings and proposes certain practical implications for enhancing Greek hotel CEOs' level of tolerance of ambiguity and thus, their efficiency during change.*

- **-Tsirikas, A.& Hatzigeorgiou Al.(2011). "The cost of Quality in Technical Project Management".International Conference on Applied Business and Economics (ICABE), September 29th to October 1st, 2011, University of Pireus.**

*Quality control and assurance in the technical sector has been a research field of strong experimentation in the last decades. On the main question about what quality is, several aspects have been proposed. Customers know it when they see it on the one hand and constructors, on the other, promise that objects and services embody it. However, both views often seem to miss a clear, upfront definition of what quality means in technical projects, which in turn leads to confusion and frustration when trying to determine just how to deliver it. Failure in applying and implementing quality can have devastating, immediate and long-term consequences for both the project manager and the project's owner. Taking into consideration the modern aspects of project and quality management and seeking to contribute in the problematic field of quality assurance in technical projects, the present paper is focused firstly on the proposal of a Quality Circle for technical projects, based on the three elements of: i) customer focus, ii) variation, and iii) continuous improvement. The proposed Quality Circle explains the relationships and interactions among those elements, containing also the essential factors of training and leadership. Secondly, our research attempts to investigate the cost of quality in technical project management, taking into consideration the dimensions of: a) the nature of the object, b) the necessary processes, c) the time consuming and d) the project's budget, through an empirical analyses of technical and economical data from a large number of major Greek public sector projects. According to our perspective, the cost of quality may be viewed in terms of internal and external failure to conform to specifications (recurring costs), or prevention of nonconformance and appraisal (investments, recurring benefits). In this respect, we try to investigate the possible patterns that drive quality in modern technical projects and their dependence on specific processes of project execution, namely the study and the construction phase.*

*Right on this issue, project management probably feels this problematic confusion and frustration in a more stressful way. A customer may demand quality and an*



*organization may promise to deliver quality, but project managers are those who have to apply it.*

- **-Tsirikas, A., Skordaris, A., Koytrakis, S., & Katsaros, K. (2015). “Modelling Learning Organizations”. International Conference on Lifelong Learning, June 27th to 29th 2015, University of Macedonia.**

*In recent international literature, and in line with current research trends in the organizations’ management field, the concept of “learning organizations” gathers considerable scientific interest. However, the understanding of the field is limited and there is no consensus among researchers even regarding main issues of the concept. The present paper proposes a functional model for both modeling a learning organization and evaluating organizations in terms of organizational learning in general. The proposed model, which stems both from the study of the scientific literature and the research and work experiences of the authors, is developed in seven dimensions based on a) management models in terms of learning, b) human resources and c) technological infrastructure. The name of the proposed model – DEVELOP – is formed from the initials of the seven dimensions that compose the model which are: i) Dynamic Structure, ii) Evolving human capital relations, iii) Visionary leaders, iv) Experiential Networking, v) Learning processes and knowledge tanks, vi) Organizational environmental adaptation, vii) Proactive learning strategies. The proposed dual model runs with a series of evaluation questions for each dimension, thus making it a practical tool that can be used immediately in future research efforts in the scientific area of learning organizations.*

- **-Tsirikas, A., Giossi, St., Katsaros, K. (2015). “The learning roadmap: From individuals, to Teams and Organizations”. International Conference : Reimagining School, September 24th to 26th 2015, University of Macedonia.**
- **-Tsirikas, A., Katsaros, K.K. (2016). “The future of Strategic Human Resources Management: Developing the desired workforce”. 6th International Conference: Quality and Protypation in**



**Education, Vocational Training and Lifelong Learning. May 27th to 29th, Aristotle University of Thessaloniki.**

- **-Staboulis, M. & Tsirikas, A. (2017). “The ethical dimensions of personal data management from modern Human Resources Management Systems: A Standardized Practice “. 1st International Conference: Educational Leadership, Effective Administration and Ethical Values, 24-26 November 2017, University of Macedonia, Thessaloniki, Greece**

*Modern business and business practices in the labour markets have created a whole new perspective on the concept and nature of human resources management systems in large enterprises, based on the ever-evolving and dynamically changing globalized concept of corporate governance and accountability. In particular, handling large amounts of personal data through electronic systems, platforms and human resource management applications at multinational level raises fundamental ethical questions about how to manage, process, exploit and ultimately distribute such human capital data. In this respect, the ethical dimensions of use and exploitation of personal data held by business structures at multinational level are crucial factors in shaping human resources management and development systems in the near future. In addition, it is necessary to standardize procedures concerning the issue of managing personal data in such a way that both organizations and workers are safeguarded, not only in the context of the ever-changing legal frameworks of labor law but also in the application of principles of corporate social responsibility. Finally, another important matter concerns skills framework of human resources management personnel in relation to this issue.*

*This paper presents a conceptual critical analysis of the issue, as well as a model for the management of large volume personal data, while taking into account the ethical issues that arise as the trends are expected to emerge in the future.*

*The results of our work highlight the importance of handling large-volume personal data in the advanced human resources management systems of large enterprises, while we also present a realistic model that can be adopted and integrated by corporate governance systems designers.*





- **-Botsiou, M., Tsirikas, A. & Dagdilelis, V. (2018). “The revolutionary infosphere concept. Classifying the past, interpreting the present and reshaping the future of humanity”. 6th Conference of Developmental Psychology (DevPsy2018), 10-13 May 2018, University of Macedonia, Thessaloniki, Greece.**

*Information and Communication Technologies (ICTs) are radically shaping not only how we deal with the physical and virtual world around us and make sense of it, or interact with each other, but also how we look at and think about ourselves and understand our own nature, existence, responsibilities and priorities. The reality of infosphere being shaped by the ICTs can be called as the fourth revolution according to Luciano Floridi’s concept. We are all living the times of the radical reassessment of our own fundamental nature and our role in the universe. In this sense, we are not immobile and for sure not in the center of the universe following the Copernican revolution. We are not unnaturally distinct from the animal world following the concept of the Darwinian revolution. In addition, we find ourselves far from being transparent to our own sociological and psychological existence following the third revolution of Freud. Indeed, we find ourselves in the middle of an infosphere, suddenly being surrounded by individuals, connected to each other and by informational organisms shaping with all kind of agents a new virtual and physical environment that contains our lives and our future prospects. Or study is focused on this infosphere reality, trying to assess the impact of ICTs on the classification of our past, on the interpretation of the present and on the shaping of the future, through a meta-analysis of Floridi’s 4th revolution concept.*

- **-Kotsoni, P., Tsirikas, A. (2018). “School-Wide Positive Behavior Support System (SWPBS): Measuring the SYSTEM’s awareness in Greek educational system”. 6th Conference of Developmental Psychology (DevPsy2018), 10-13 May 2018, University of Macedonia, Thessaloniki, Greece**

*The problems that school teachers face nowadays with discipline and adaptation of several students has been a great concern and a major issue in educational systems on a global scale, during the last three decades, due to the alarming rise in disruptive and dangerous behavior in schools. School Wide Positive Behavior Support was introduced in the USA in order to support and enhance the academic performance and social competences of all students and satisfy behavioral problems registered in schools*



*through a positive support methodology. In particular, emphasis is given on a function-based approach on students and works on a cognitive level by initially attempting to understand the problem and its severity, measure rebounds resulting from that and finally provide solutions by eliminating the problem and suggest sustainment of appropriate or acceptable social skills.*

*Our study is focused on measuring the SWPBS awareness in Greek educational system. In this respect, we selected a sample of 164 teachers from different disciplines and levels among the Greek public and private teachers population, using a questionnaire. Our findings indicate that Greek teachers, including also teachers with a masters' degree in special education, are not aware of the SWPBS system, although in some cases, there is a "claimed knowledge" issue which stems probably from the fact that the participants are not in a position to admit any educational gaps and insufficient professional qualifications.*





## 7.4 Future Projects

### 7.4.1 European Research Committee (ERC) Advanced Grants

Applicants for the ERC Advanced Grants - called Principal Investigators (PI) - are expected to be active researchers who have a track-record of significant research achievements in the last 10 years. The total budget of the grant is 2.500.000 Euros for 5 years, plus 1.500.000 Euros for 3 more years.

We have established a team of researchers (Dr. Athanasios Tsirikas as the team head) from 5 famous European universities. The host university is under discussion.

Our project is named “**Skills assessment and Development for people with special needs of for people being a part of minority teams**”. The concept is to set up an assessment platform for soft and hard skills and afterwards, to set up individualized training programs, based on the assessment, in order to improve certain skills for every business sector.

### 7.4.2 talentire.com Platform

Founder and CEO of the Talent Management and Recruitment Portal: [talentire.com](https://www.talentire.com) **Talent Management & Psychographic screening of Job Candidates. Advanced Human Resources Services, such as Corporate HR Mapping (CHRM™), HR Development Program (HRDEP™) and HR Heterogeneity Management (HRHM™) based on our HETEPER™ Model.**

**The platform is under construction and ready to be launched within 2022.**

### 7.4.3 Acadimo.org

Acadimo (*ex labsinabox*) is an under construction portal which connects University Labs with the real market needs. In this respect, our project ensures continuous knowledge and know-how flow from universities to Industry and private sector. On the other hand, we ensure continuous flow of funding from industry and private sector to universities in order to promote the academic sustainability and to ensure that the academic institutions provide services and products that are in demand from the real world.



The platform is in the construction phase. Our project was awarded the first prize in Startup Day in Basel, Switzerland in 2017. More information about the concept you can actually see at : <https://www.youtube.com/watch?v=wcjkbggdmOo> (labsinbox.com)

#### **7.4.4 talentire.org Career Councillng Plarform**

We have developed a web-based platform for assessing students' skills and inclinations in 4 groups (6-9 YO, 10-14 YO, 15-17 YO and 18 and above YO). The outcome of this set of assessments is a report showing what the students are capable of, indicating their special competencies and proposing a specific direction concerning their future career. The platform is under construction, including 20 skills and competencies tests.

#### **7.4.5 Skills Passport at University of Macedonia ([www.uom.gr](http://www.uom.gr))**

We are planning an assessment platform for all students of the University of Macedonia. This platform is going to assess their soft and hard skills, depending on the department of study.

In particular, all university departments will have to conform to a central policy regarding the structure of each department's syllabi. The syllabi must contain all learning outcomes and the skills they will develop after the learning process. Those skills will have to lead to specific behaviors.

The skills passport will be a web-based application assessing the students' skills every year, based on the specializations and their academic performance. After their graduation, the skills passport will accompany their curriculum, providing a certified list of skills helping them in finding the appropriate job position.

#### **7.4.6 hrtmi.org (Human Resources and Talent Management Institute)**

Traditionally, labour economics focused on the labour market rather than looking inside the "black box" of organizations. However, Industrial sociologists and clinical psychologists made the running in Human Resource Management (HRM), initiating an evolution, which has changed dramatically in last four decades.

Human Resource Management (HRM) is now a major field in labour economics, which defines and shapes the present and future of organizations. However, as times are changing, the needs and priorities of organizations are changing too. In this respect, Human Resources Management has a new role to play in the future, a role that will be based on the shaping of the desired employees according to the organizational requirements.

On the other hand, Talent is an overused term that leads to, generalizations and usually blurring of the final scope. According to HRTMI , Talent characterises those



individuals who can make a difference to organizational performance either through their immediate contribution or, in the longer-term, by demonstrating the highest levels of potential.

In addition, Talent management is the systematic attraction, identification, development, engagement, retention and deployment of those individuals who are of particular value to an organization, either in view of their 'high potential' for the future or because they are fulfilling business/operation-critical roles.

Thus, the hallmark of our (under construction) Institute is to promote, develop and shape the future role Human Resources Management (HRM) in firms and society, to create valuable business leaders with an outstanding and in depth knowledge of HRM practices on a practical and applicable level, to provide scientists, professionals and companies with training material, books, notes, advises and consulting services on HRM topics, to create academic value in HRM and Talent Management Topics, to organize a certification system in HRM on a European basis, to create the first Talent Hotbed in Europe for selected candidates and specializations.

In a few words, the scope of the Human Resources and Talent Management Institute is:

- a. To promote and highlight the role of human resources in modern business
- b. To highlight the opportunities offered to companies through targeted talent management
- c. To create and develop individualized training programs to businesses and individuals
- d. To organize the International Conference in Human Resources and Talent Management
- e. Providing specialized services related to human resource management and talent management in companies and organizations
- f. To publish high quality articles and to introduce a high quality academic journal in Talent Management
- g. To organize and roll out a Master's Program in Talent Management

#### 7.4.7 Certifications Program

In cooperation with the Human Resources Certification Institute (HRCI, based in the US), we plan to introduce (as a certified training center) in the European Market 3 certifications in Human Resources Management.

*1<sup>st</sup> Stage:*

*Cooperation with HRCI or other Institution/Organization*

*Certification Types*

- **GPHR® Global Professional in Human Resources®**

*GPHR certification validates personal mastery of cross-border HR. It's a great choice if the candidate wants to continue the focus on HR policies and strategies for a globalized workforce.*



*Eligibility Requirements*

- *Experience: 2-4 years, depends on education  
Minimum 2 years in global HR*
- *Location: Global*
- *Focus: Global HR Professional*

- **PHRi™ Professional in Human Resources – International™**

*PHRi certification validates professional-level core HR knowledge and skills. The credential demonstrates mastery of generally accepted technical and operational HR principles. Independent of geographic region.*

*Eligibility Requirements:*

- *Experience: 1-4 years, depends on education*
- *Location: Outside of the United States*
- *Focus: HR Operations*

- **SPHRi™ Senior Professional in Human Resources – International™**

*Independent of geographic region, the credential complements local HR practices. Through demonstrated knowledge, the credential enhances the credibility of HR professionals and the organizations they serve.*

*Eligibility Requirements:*

- *Experience: 4-7 years, depends on education  
Must demonstrate knowledge of employment law*
- *Location: Outside of the United States*
- *Focus: HR Strategy Development*



## 7.5 Presence in the WEB

- **LinkedIn Profile:**  
<https://www.linkedin.com/in/athanasios-tsirikas-ph-d-57846029/>
- **Scopus Profile:**  
<https://www.scopus.com/authid/detail.uri?authorId=55293356800>
- **Google Scholar Profile:**  
[https://scholar.google.com/citations?view\\_op=search\\_authors&mauthors=athanasios+tsirikas&hl=el&oi=ao](https://scholar.google.com/citations?view_op=search_authors&mauthors=athanasios+tsirikas&hl=el&oi=ao)
- **ResearchGate Profile:**  
<https://www.researchgate.net/profile/Athanasios-Tsirikas>
- **Academia.edu Profile :**  
<https://esce-fr.academia.edu/AthanasiosTsirikas>
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## 8 References

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