

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Applied Economics and Social Sciences		
ACADEMIC UNIT	Department of Agricultural Economics and Rural Development- MBA Food & Agribusiness		
LEVEL OF STUDIES	Postgraduate Studies		
COURSE CODE		SEMESTER	2st (Spring)
COURSE TITLE	Business Planning Of Agrifood Enterprises		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised general knowledge & Skills Development		
PREREQUISITE COURSES:	Financial Analysis		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	http://mba.aua.gr/en/category/education/courses/		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

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

The economic and strategic planning of businesses requires a deep understanding of operational mechanisms as well as all cost elements related to the production and marketing of products and services. It involves defining desired goals, analysing the current state (both internal and external), and designing a roadmap for transitioning from the existing situation to achieving strategic objectives. Knowledge of Financial and Managerial Accounting serves as a fundamental tool for creating and implementing development plans that align with the needs and goals of businesses. Business plans function as a strategic guide for companies' tactical decisions, providing a comprehensive analysis of their financial trajectory over multiple years and serving as a key tool for securing funding. This course enhances knowledge in Financial Accounting and Business Management, focusing on their practical application in drafting comprehensive and innovative business plans. Particular emphasis is placed on shaping business strategies for the establishment, development, and efficient operation of enterprises in the Agri-Food Sector, highlighting sustainability, innovation, and adaptation to modern markets.

Upon completion of the course, students will understand:

- **The importance of managerial accounting** in supporting the needs of management, contributing to informed and strategically aligned decision-making.
- **The analysis of internal and external economic conditions** under which businesses operate, taking into account market trends, competitive challenges, and growth opportunities.
- **The methodology for drafting business plans**, developing detailed and comprehensive strategies that include market analysis, financial projections, goal setting, and action plans. Business plans emerge as a central tool for

<p><i>establishing, developing, and operating sustainable and innovative enterprises.</i></p> <ul style="list-style-type: none"> • The use of cost accounting for allocating costs and expenses across business sectors, formulating competitive product pricing, and effectively distributing capital among various activities. • The identification and evaluation of necessary human, material, and financial resources, ensuring their optimal use to achieve business objectives. • The evaluation of new investment proposals, applying modern analytical techniques such as cost-benefit analysis and financial sustainability assessments. • Methods for monitoring and assessing the performance of business activities and strategic initiatives. • Decision-making and strategy formulation, focusing on adaptability, innovation, and achieving a competitive advantage. 																			
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td><td><i>Project planning and management</i></td></tr> <tr> <td><i>Adapting to new situations</i></td><td><i>Respect for difference and multiculturalism</i></td></tr> <tr> <td><i>Decision-making</i></td><td><i>Respect for the natural environment</i></td></tr> <tr> <td><i>Working independently</i></td><td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td></tr> <tr> <td><i>Team work</i></td><td><i>Criticism and self-criticism</i></td></tr> <tr> <td><i>Working in an international environment</i></td><td><i>Production of free, creative and inductive thinking</i></td></tr> <tr> <td><i>Working in an interdisciplinary environment</i></td><td><i>.....</i></td></tr> <tr> <td><i>Production of new research ideas</i></td><td><i>Others...</i></td></tr> <tr> <td></td><td><i>.....</i></td></tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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3. SYLLABUS

1	Introduction to Managerial Accounting
2	Cost accounting of agricultural products and services – Activity Based Costing modelling (ABC Software ©)
3	Capital Budgeting
4	Budgeting and Planning
5	Training in the use of software tools for Budgeting and the construction of Business Plans
6	The Business Model Canvas
7	The Value Proposition
8	Environmental factors assessment – Operational Plan
9	Organisational structure
10	Seminar by industrial/commercial/banking executives

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of multimedia teaching methods. Costing, Budgeting and Business Plans are taught by using specialized software (ABC Software © και STRATEGY ©) Communication with students is mainly Face to Face, and through the e-class platform or direct e-mail contacts	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	33
	Seminars	3
	Laboratory Practice	12
	Non-directed study	52
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	ΣΥΝΟΛΟ ΜΑΘΗΜΑΤΟΣ	
		100
Students are evaluated based on the group project they participate in, which involves the preparation of a comprehensive Business Plan based on an innovative business idea originating from the students themselves. The evaluation of the work is carried out by the instructors, following a public presentation, with the assistance of a Scientific Committee comprised of 7-11 Members from both the Academic Community and the Market. The criteria for evaluating the work are: (a) The innovation and the potential success of the business idea in the market, (b) The completeness of the Business Plan and the quality of the presentation, (c) The acquisition of the required knowledge, as demonstrated by each student's overall contribution to the preparation and presentation of the Business Plan.		

5. ATTACHED BIBLIOGRAPHY

<ol style="list-style-type: none"> 1. Ciaran Walsh, Key Management Ratios, Financial Times / Prentice Hall / Pearson Education Limited, Latest Edition, (Third Edition: In pdf form) 2. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2023). Entrepreneurship (12th ed.). McGraw-Hill Education 3. Alexander Osterwalder & Yves Pigneur, Business Model Generation, 2009, ISBN: 978-2-8399-0580-0 4. Ray H. Garrison, Eric Noreen, Peter C. Brewer, Garrison R.H., Noreen E., Brewer P.C., ISE Managerial Accounting, McGraw Hill, 2023 5. Activity Based Costing Software, ABC©, 2024 6. Business Plan Modelling, STRATEGY©, 2026
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