



STUDY GUIDE FOR EXCHANGE STUDENTS



UNIVERSITY OF PÉCS
Faculty of Business and Economics

YEARS OF BUSINESS
HIGHER EDUCATION
IN PÉCS



FACULTY OF BUSINESS AND ECONOMICS

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GENERAL DESCRIPTION

Faculty of Business and Economics – Focusing on You

Short history

Our Faculty, founded in 1970, is the second oldest Faculty of Economics in Hungary. Since our foundation we have been a leading and proactive participant in Hungarian Higher Education. Our wide range of international partnerships with 61 European and several non-European universities allow 15-20% of our nearly 3,000 students to spend a semester abroad. To broaden their opportunities, we are working to establish a strong network of partners from the business environment. The nationally outstanding number of qualified faculty and the doctoral students of FBE are active and renowned participants in social and economic research in Hungary. Today the Faculty is not only regarded as an educational institution but also as a rich and creative network of academic staff and current students, of international and corporate specialists and of alumni in senior management positions or dynamic entrepreneurs. FBE is a community of practitioners in the economic sciences and, as such, a hugely significant regional knowledge centre.

Education – Stimulating Learning Environment

The Faculty devotes itself to preparing its students for a career in the business world and for achieving high-level, responsible positions in business in general. We offer Bachelor-level programmes in Hungarian in Economics, Business Administration, Marketing, Finance, and Economics-related Information Technology; there are also Master-level programmes in Hungarian in Business Administration, Marketing, and Finance and, from September 2009, in Economic Analysis, Regional and Environmental Economic Policy, MBA and PhD programmes in Regional Studies and Business Administration and short training programmes in various fields for companies. The Faculty offers two programmes in English: BA in Business Administration and MSc in Applied Management.

Faculty – Academic Excellence

The Faculty of Business and Economics is an international centre of academic excellence. The members of the teaching staff have both practical experience and highly specialised knowledge in their research field. The Faculty has such Honorary Doctors as Charles Simonyi (the developer of Word and Excel applications), Professor Peter Lorange (President of IMD, Lausanne and holder of the Nestlé Chair at that institution) or Francis Aguilar, Professor at the Harvard Business School.

International relations – Opening the World

We focus on building and broadening our present range of partnerships both with European and overseas universities. Our aim is to create a basis for teaching and study exchange programmes, internships and research.

THE BSc BUSINESS ADMINISTRATION AND MANAGEMENT PROGRAMME



The Business Degree Program in English started in 1996 as a result of the cooperation between Faculty of Business and Economics, University of Pécs and the Business School at Middlesex University London. Thanks to a long and fruitful academic collaboration, the programs have been accredited by EFMD.

The overall purpose of our programs is to train and educate professionals who can manage ethically, sensitively and holistically in range of organizations in an increasingly global and rapidly changing environment. Our graduates are to be found in almost all walks of business, industrial, community- and professional life.

THE BSc TOURISM AND CATERING PROGRAMME

With the acquired economic, business, social sciences, applied methodology and tourism and catering specialised knowledge you will be able to manage the tasks and challenges and the related workflows in a wide range of activities related to tourism and catering. You will be able to reveal and analyse the factors influencing the tourism demand, create an attractive and experience based supply and organise and fulfil the related services activities.

THE MSc APPLIED MANAGEMENT PROGRAMME

The Master of Science Applied Management program, originally launched and validated in 2005, is designed for those who already hold a BA/BSc degree in Business or Economics-related areas and wish to deepen their knowledge and develop skills associated with a successful business or professional career.

The aim of the program is to prepare students to be managers able to perform effectively in a globally competitive and changing environment. This specialized two-year program delivered and taught in English, leads to an MSc degree in Applied Management.

THE MSc ENTERPRISE DEVELOPMENT AND ENTREPRENEURSHIP PROGRAMME

An advanced understanding of business and enterprise development, consciously developed managerial skills make our MSc students able to launch their own enterprises or find middle or senior managerial employment in various fields of national and international business life. Graduates may also be able to manage projects for either state or privately owned enterprise developing institutions, venture-capital companies, and financial institutions.

Please note, that though the name and the learning outcomes of the modules can never change during your studies; all the other content can be subject to change every semester. For this reason, the included syllabi are for general information only. The actual syllabi are made available in Neptun at the beginning of every semester.

Curriculum Table (BSc. Business Administration)

Semester 1 Fall	Semester 2 Spring	Semester 3 Fall	Semester 4 Spring	Semester 5 Fall	Semester 6 Spring
A1 Quantitative Methods	A1 Probability and Statistics	A1 Business Statistics	A1 Introduction to Marketing	A1 International Business Communicatio n	B1 Banking and Finance
A2 The Art of Writing and Presenting	A2 Introduction to Social Sciences	B1 Organizational Behavior	B1 Human Resource Managemen t	B1 International Business	B1 Operations Management
A1 Microeconomics	A1 Macroeconomics	A1 Introduction to Accounting	A1 International Economics	A1 Business Case Studies	B2 (electives) To be announced at the beginning of the semester
A1 Information Systems	B1 Introduction to Management	A1 Corporate Finance	B2 (electives) To be announced at the beginning of the semester	B2 (electives) To be announced at the beginning of the semester	B2 (electives) To be announced at the beginning of the semester

Curriculum Table (BSc. Tourism and Catering)

Semester 1 Fall	Semester 2 Spring	Semester 3 Fall	Semester 4 Spring	Semester 5 Fall	Semester 6 Spring
A1 Quantitative Methods	A1 Probability and Statistics	A1 Business Statistics	A1 Introduction to Marketing	A1 International Business Communication	B Case Studies in Tourism Marketing
A1 Microeconomics	A1 Macroeconomics	A1 Introduction to Accounting	A1 International Economics	A1 Business Case Studies	B Tour Operation and Event Organization
A1 Information Systems	A1 Introduction to Social Sciences	A1 Corporate Finance	B Foundations of Digital Marketing	B Tourism Enterprises	B Hospitality and Cultural Behavior
A2 The Art of Writing and Presenting	B System of Tourism	B Tourism Geography	B Tourism Product Development	B Marketing Calculations	B Lodging and Hotel Management

Year 1

Core Modules (A1/A2/B1)

1.	Module code:	B19A01E
2.	Title:	QUANTITATIVE METHODS
3.	Credit points:	7
4.	Start term:	fall
5.	Module leader:	GYÖNGYI BUGÁR, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	4
	Other restrictions or requirements	none
8.	Aims:	<p>To make students aware of the usefulness of mathematics as an aid in formulating and solving business-related problems. To enable the students to understand the main features of deterministic phenomena and investigate their models. To provide a toolkit to other subjects which use mathematical techniques, e.g. Economics, Finance, Operations Research and Operations Management.</p>
9.	Learning outcomes:	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> understand and appreciate the key aspects of function theory, optimisation theory and matrix algebra demonstrate the role and significance of quantitative methods in decision making distinguish the limitations of the different optimisation models and solution methods examine and model deterministic phenomena from Business, Economics, Finance, etc. develop and solve simple business-related optimisation problems analyse and interpret the output given by Excel applications

10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Brief review of the basic concepts of Mathematics: introduction to the theory of sets, numbers, vectors and functions. Operations with sets, numbers and vectors. • Elementary theory of matrices, matrix operations. Determinants, Cramer’s Rule. Business applications. Excel applications for matrix operations • Elementary theory of single variable real functions. Continuity, monotonicity, convexity/concavity, extremal values, zeroes, etc. Graphical representation and graphical analysis of single variable real functions. Business applications. • Elementary theory of several variable real functions. Convexity/concavity, extremal values, zeroes, etc. Graphical representation and graphical analysis of several variable real functions. • The level curve method. The elements of linear and nonlinear programming. Graphical solution methods. Business applications. • Introduction to differential calculus. Basic concepts and calculus rules. • Complete analysis of single variable functions. Business applications. • The indefinite integral, basic rules for integration. Differential equations. Business applications. • The definite integral and its geometric meaning. The Newton-Leibniz Rule. Improper integrals. • Differential calculus for functions with several variables. Seeking for extremum. Business applications. • Systems of linear equations. Matrix equations. The inverse of a matrix. Vector space and coordinate transformation methods. The pivot algorithm. Excel applications for supporting the solution. • Unconstrained optimization problems. • Equality constrained optimization problems. The Lagrange Multiplier Rule.
11.	<p>Learning and teaching strategy:</p> <p>There will be weekly lectures (2 hrs/week) and seminars (2 hrs/week). Exercises and business-related problems will be set as the basis for discussion. The solutions will be supported by Excel applications wherever it is possible.</p>

12.	Assessment scheme:	
	Formative assessment scheme Formative feedback will be provided throughout this module through the discussion of problems given as homework.	
	Summative assessment scheme: Indicate tasks and weightings and which tasks assess which learning outcomes Students will have two closed-book written examinations during the semester (Midterm 1 and Midterm 2) on selected problems. At the end of the semester there will be a closed-book written exam (Final Examination). This will assess the full range of learning outcomes.	
	Midterm 1 (it will assess LOs 1 and 5)	15 %
	Midterm 2 (it will assess LOs 1, 2, 5 and 6)	15 %
	Final Examination (it will assess the full range of LOs)	70 %
	It is required to achieve more than 50% of the scores on the Final Exam in order to receive a pass. In case of the Midterms there is no such requirement. Based on all of the assessment elements, however, more than 50% in aggregate is needed for the pass rate. As a consequence, only the final exam can be resat. Maximum of 25% missing is allowed; otherwise the semester will not be approved.	
	Seen examination	0 %
	Unseen examination	100 %
	Coursework (no examination)	0 %
13.	Timetabled examination required	YES
14.	Length of exam	75 minutes in case of the Midterms, 90 minutes in case of the Final Examination

15.	Learning materials	<p data-bbox="308 315 416 344">Essential</p> <p data-bbox="612 315 1374 383">K. Sydsæter, P. Hammond and A. Strøm: Essential Mathematics for Economic Analysis, Pearson Education, 4th edition, 2012.</p> <p data-bbox="612 405 986 434">Handouts uploaded to Neptun.</p> <p data-bbox="308 607 491 636">Recommended</p> <p data-bbox="612 506 1401 607">E. F. Haeussler, R. S. Paul and R. J. Wood: Introductory Mathematical Analysis for Business, Economics and Life and Social Sciences, Pearson Education, Thirteenth edition, 2011.</p>
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1.	Module code:	B19A20E
2.	Title:	THE ART OF WRITING AND PRESENTING
3.	Credit points:	7
4.	Start term:	fall
5.	Module leader:	KÁRMEN KOVÁCS, DR./PETRA RÁCZ-PUTZER, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	4
	Other restrictions or requirements	none
8.	Aims:	<p>Module aims to introduce students to the practice of researching, writing and presenting for academic purposes. It also provides a guide for finding useful professional sources, assessing their relevance and reading them critically and introduces how to integrate sources into a paper by quoting, paraphrasing, summarising, critiquing and acknowledging in a scholarly way. Students learn to avoid plagiarism and apply citation and referencing in a correct way. Module aims to prepare students for work in subsequent courses in which researching, writing and presenting are requirements.</p>
9.	Learning outcomes:	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> collect, select and critically evaluate professional literature and information sources; construct appropriate macro and micro structure in a paper; apply correct citation and referencing; define the basic elements of presentations; select effective presentation techniques in speech making. apply systematic approach and critical thinking to research and writing; conduct effective literature survey; show timed speaking activities for 2 to 10 minutes on a given topic.

10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Definition and types of research. Research proposal. • Types of professional sources. Online databases (EBSCOhost, Springer, Wileyetc.) and information sources. • Selection of sources. Assessing sources. Reading sources critically. • Integrating sources by quoting, paraphrasing and summarising. Critiquingsources. • Writing a literature review. The academic writing style. • Avoiding plagiarism. Citation and referencing. • Basics of presentations: Understand the situation and know your subject matterand know how to sell it. • Presentation tools and self-awareness. • Organizing information and writing the script of presentation. • Selecting appropriate visual aids. • Basics of body language. • Final group presentation project.
11.	<p>Learning and teaching strategy:</p> <p>This module will be delivered via a combination of lectures and seminars. Lectures (75 minutes) are provided to establish the framework of researching, writing and presenting (LOs2, 4, 5). Professional guides and samples are applied for practice to develop LOs 1, 3,5, 6, 7 and 8. They are used during interactive seminars (75 minutes) and for written assignments. Virtual learning environment is used to develop LOs2, 3,5 and8. Feedback on home assignments and presentations will be given through emails and one-to-one meetings.</p>
12.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Feedback from lecturers on in-class activities, draft essays and work-in-progress presentations.</p>

(b) Summative assessment scheme

Indicate tasks and weightings and which tasks assess which learning outcomes

Written assignment 1 (Research Proposal)(10%) in Week 4

Students will be required to write a Research Proposal to a business or economic topic (max. 1,000 words)

(LOs 6)

Midterm exam(20%) in Week 7

Students will have a closed-book written examination during the semester. (LOs 1,2,3,4,7 and 8)

Written assignment 2 (Essay)(20%) in Week 9

Students will be required to write an essay about a business or economic topic in a scholarly way (max. 3,000 words). Literature review, correct citation and referencing, appropriate paper structure and professional writing style are required.

(LOs 1,2,3,6 and 7)

Coursework (presenting) (20%) in Week 9, 10, and 11

Students will practice the basic elements of presentation and the usage of body language using training techniques. (LOs 4 and 8)

Final group presentation (15%) in Week 12

Students will be required to create groups and as a group to create a 15-minute presentation in a chosen economic topic and perform it (LO 8)

Written assignment 3 (Video analysis) (15%) in Week 13

Students will be required to create groups and as a group to produce a critical report of a chosen video in an identified context of presentation techniques and body language. (max. 1,000 words) (LOs 4 and 5)

Students who do not gain more than 50% in the midterm exam, can write the retake midterm exam in the last week of the semester.

After deadline, any submission of the tasks will be refused.

Based on all of the assessment elements, more than 50% in aggregate is required to pass the course.

	Seen examination	N/A
	Unseen examination	20%
	Coursework (no examination)	80%

13.	Timetabled examination required	NO
14.	Length of exam	1 hour
15.	Learning materials	<p>Essential</p> <p>Deane, M. (2010), Academic Research, Writing & Referencing. Harlow, Pearson.</p> <p>Russel, L. and Munter, M. (2014), Guide to Presentations (4th Edition). Harlow, Pearson.</p> <p>Recommended</p> <p>Anderson, C. J. (2016), TED Talks: The Official TED Guide to Public Speaking. Mariner Books</p> <p>Hart, C. (2008), Doing a Literature Review: Releasing the Social Science Research Imagination. London [etc.], Sage Publications.</p> <p>Krogerus, M. and Tschäppeler (2018), The Communication Book: 44 Ideas for Better Conversations Every Day. Penguin Books</p> <p>Ledden, E. (2014), The Communication Book: How to say it, mean it, and make it matter. Harlow, Pearson.</p> <p>Machi, L. A. and McEvoy, B. T. (2009), The Literature Review: Six Steps to Success. Thousand Oaks, CorwinPress.</p> <p>McMillan, K. and Weyers, J. (2013), How to Cite, Reference and Avoid Plagiarism at University. Harlow, Pearson.</p> <p>McMillan, K. and Weyers, J. (2013), How to Improve Your Critical Thinking and Reflective Skills. Harlow, Pearson.</p> <p>McMillan, K. and Weyers, J. (2014), How to Complete a Successful Research Project. Harlow, Pearson.</p> <p>Moss, R. W. (2004), Strauss's Handbook of Business Information: A Guide for Librarians, Students, and Researchers. Westport, libraries Unlimited.</p> <p>Mukkavilli, S. (2015), Slide Spin: Your Power of Expression. Notion Press</p> <p>Neville, C. (2010), The Complete Guide to Referencing and Avoiding Plagiarism. 2nd ed. Maidenhead, Open University Press.</p> <p>Saunders, M., Lewis, P. and Thornhill, A. (2007), Research Methods for Business Students. 4th ed. Harlow; New York, Financial Times - Prentice Hall.</p>

1.	Module code:	B19A02E
2.	Title:	MICROECONOMICS
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	KATALIN ERDŐS, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	4
	Other restrictions or requirements	none
8.	Aims:	The aim of the module is to provide an introduction to the field of microeconomics. It targets the discussion of the basic concepts and approaches, including optimization, equilibrium and empiricism. Discussion will cover consumer and producer decisions, market structures, and welfare issues. The module helps students to understand the role of economics in society and the way economists think and optimize under different conditions.
9.	Learning outcomes:	On completion of this module, the successful student will be able to: explain ordinal and cardinal thinking, compare positive and normative approaches, analyse optimization methods behind consumption and production decisions compare a selection of key theories in the field. model economic processes, apply mathematical models in a microeconomic setting, organize data and information relevant in the field.

10.	<p>Syllabus:</p> <p>The Principles and Practice of Economics</p> <p>Economic Methods and Economic Questions</p> <p>Optimization: Doing the Best You Can</p> <p>Demand, Supply, and Equilibrium</p> <p>Consumers and Incentives</p> <p>Sellers and Incentives</p> <p>Perfect Competition and the Invisible Hand</p> <p>Trade</p> <p>Externalities and Public Goods</p> <p>Monopoly</p> <p>Game Theory and Strategic Play</p> <p>Oligopoly and Monopolistic Competition</p> <p>Markets for Factors of Production</p>
11.	<p>Learning and teaching strategy:</p> <p>Lectures focus on the interpretation of theory. Seminars aim to help students apply the theoretical concepts on calculus and everyday examples. Weekly on-line quizzes give an incentive to students to revise chapters discussed during the previous class and get feedback on their level of knowledge. It also supports understanding of the new learning material by refreshing the most important concepts of the previous lecture.</p> <p>Exercises will be available online for individual practice. The key questions covered will include: household decisions, consumer choice; firm's output and input decisions in case of different market structures; production; factor demand and supply decisions; micro-effects of taxation; externalities.</p>

12.	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p>Sample exams will be given to students to practice before the final and the midterm exams. The solutions to the exercises will be discussed during the seminars, so students get feedback in order to be able to assess their knowledge level and identify areas to be developed, and to request for further explanation if needed.</p>							
	<p>Summative assessment scheme</p> <p>40% Midterm exam (LOs 1, 2, 3 and 5)</p> <p>If the student fails the first attempt of midterm exam, there is one retake opportunity in the study period. Should the student fail the midterm retake the student cannot participate the final exam and failed the module.</p> <p>60% Final exam (LOs 3, 4, 5 and 6)</p> <p>If the student fails the first attempt of the final exam, there is one retake opportunity in the examination period.</p> <table border="1" data-bbox="276 936 1430 1144"> <tr> <td data-bbox="276 936 683 1003">Seen examination</td> <td data-bbox="683 936 1430 1003">0%</td> </tr> <tr> <td data-bbox="276 1003 683 1070">Unseen examination</td> <td data-bbox="683 1003 1430 1070">100%</td> </tr> <tr> <td data-bbox="276 1070 683 1144">Coursework (no examination)</td> <td data-bbox="683 1070 1430 1144">0%</td> </tr> </table>		Seen examination	0%	Unseen examination	100%	Coursework (no examination)	0%
Seen examination	0%							
Unseen examination	100%							
Coursework (no examination)	0%							
13.	Timetabled examination required	NO						
14.	Length of exam	Midterm exam 75 minutes, final exam 120 minutes						
15.	<p>Learning materials</p> <p>Essential</p> <p>David Begg – Stanley Fischer – Rudiger Dornbusch: Economics. Part 1–3. McGraw-Hill. (seventh or newer edition).</p> <p>Recommended</p> <p>Daron Acemoglu – David Laibson – John A. List (2016): Economics. Part I–III. Pearson Education</p>							

1.	Module code:	B19A03E
2.	Title:	INFORMATION SYSTEMS
3.	Credit points:	7
4.	Start term:	fall
5.	Module leader:	SÁNDOR DANKA, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	4
	Other restrictions or requirements	none
8.	Aims:	<p>The course intends to present basic knowledge on modern information technology in general and an overview on business applications to establish the necessary level of understanding, the roles and potential of these technologies and methods in everyday business life.</p> <p>The course covers the uses of data, information, technology, software, networking, manpower, organization, and will conclude by discussing information management, IT business planning, competitiveness and the problems of the Information Society.</p>
9.	Learning outcomes:	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> • Elaborate the role and characteristics of IT tools and methods in business life. • Compare up-to-date technology development (hardware and software) and trends. • Assess IS and modern info-communication technologies in the context of the business organization • Demonstrate the IS development process, different approaches, advantages and risks in business • Ability to compare the role and types of stand-alone and networked IT devices • Plan to use information technology to develop competitive organizations • Ability to examine dilemmas and controversies on IT and Information Management

	<ul style="list-style-type: none"> • The usage of PC-based managerial support tools in their individual work.
10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Exploring Our Digital Planet; History on the Informatics • Introduction to the Microsoft Excel 2010, basic tasks • Hardware, Case study • Software: Applications, Aspects of software purchases, Case study • Software: Operating System, Applications of mobile technology and portable devices, Case study • Computers at Work, School and Home, Gamification as the motivation or training tool of the IT and economic workforce, Case study • Graphics, Digital Media and Multimedia, VR, extended reality, augmented humans, Excel Test • Internet of Things, Access Demo • National holiday • Networking and digital communication + The evolving internet, Big data, Case study, Access Exercises • Graphics, Digital Media, and Multimedia, Case study • Information Security part 1. Protection/ security of information systems, attacks, abuses, Case study • Information Security part 2. Utilizing User Data, Case study
	<p>Information System in Business, The current market for enterprise managementsystems and enterprise resource planning (ERP) systems., Access Test</p> <p>E-commerce and E-Business, Cryptic money and corporate finance, financialservices, Retake of tests</p>
11.	<p>Learning and teaching strategy:</p> <p>Lectures (about 50% of classroom activities), practices and case studies (with individual preparatory work) will present the key steps required to gain a competitive advantage in the marketplace through the use of information techniques and IT related methods.</p> <p>Students are expected to engage in self-managed learning activities.</p> <p>Lab work meetings start with Q&A session to make all terms of the week clear.</p>
12.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Formative feedback will be provided throughout this module through the discussion of problems given as topics for presentations and as homework.</p>

	<p>(b) Summative assessment scheme</p> <p>Excel Test (20%): Students will have a case study based evaluation at the IT Lab during the semester using Excel software on selected problems. These tests will mainly assess learning outcome (LO) 1, 5, 9.</p> <p>Access Test (20%): Students will have a case study based evaluation at the ITLab at the end of the semester using Access software on selected problems. These tests will mainly assess learning outcome (LO) 2, 7, 9.</p> <p>Group Presentation (10%): Presentations will cover most of the LO's depending on the content of the given presentation (10%).</p> <p>Final Exam (50 %): At the end of the semester students will have a closed-bookwritten exam (Final Examination). This will assess the full range of learning outcomes (50%).</p> <p>Resit opportunity: Excel and Access tests have to be fulfilled with at least 50,01 %. According to this, these assessments have one resit opportunity each at the last week of the study period. The final exam has a retake opportunity during the exam period..</p>	
	Seen examination	N/A
	Unseen examination	90%
	Coursework (no examination)	10%
13.	Timetabled examination required	YES
14.	Length of exam	Excel and Access Test: 75 minutes Group presentation: 25 minutes Final exam: 75 minutes
15.	<p>Learning materials</p> <p>Essential</p> <p><i>Recommended</i></p>	<p>Jane P. Laudon, Kenneth C: Management Information Systems: Managing the Digital Firm,13th Edition, Pearson, ISBN-13: 978-0133050691</p> <p>Beekman, G: Digital Planet, Tomorrow's Technology and You, 10th edition, Pearson, ISBN13: 9780132737524; ISBN10: 0132737523</p> <p>Gardner, C.-Rathswohl, E.: MIS Cases using application software Wiley, 2011; ISBN: 978-0-470-10122-3</p> <p><i>Excel 2010 Introduction: Part I, Excel 2010 Introduction: Part II,Excel 2010 Advanced</i></p> <p>Download: http://www.bookboon.com</p>

1.	Module code:	B19A04E
2.	Title:	PROBABILITY AND STATISTICS
3.	Credit points:	7
4.	Start term:	spring
5.	Module leader:	DÁNIEL KEHL, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	4
	Other restrictions or requirements	none
8.	Aims:	To develop a basic understanding in probability theory (discrete and continuous distributions) and basic statistical methods (both descriptive and inferential). The course aims to build a basis in methodology for both theoretical and practical issues in the given field. The module helps to understand concepts and methods covered in more advanced statistics courses. Data analytic skills are among the most in-demand jobs nowadays and in the coming years.
9.	Learning outcomes:	On completion of this module, the successful student will be able to: analyse a population using descriptive statistics, summarise the key aspects of probability and random variables in the decisionmaking process, infer population parameters based on a sample. solve numerical business problems, select the appropriate technique and method for the solution of such problems, apply theoretical concepts in a business environment.

10.	<p>Syllabus:</p> <p>Introduction</p> <p>Organizing and Visualizing Data</p> <p>Numerical Descriptive Measures</p> <p>Basic Probability</p> <p>Discrete Probability Distributions</p> <p>The Normal Distribution and Other Continuous Distributions</p> <p>Sampling and Sampling Distributions</p> <p>Confidence Interval Estimation</p> <p>Fundamentals of Hypothesis Testing: One-Sample Tests</p> <p>Two-Sample Tests</p>
11.	<p>Learning and teaching strategy:</p> <p>Two classes per week in which theory is explained and applications are demonstrated. An exercise comprising several problems issued at each lecture will form the basis of the follow-up seminars. A home assignment is given each week for the students to practice the newly learnt material. Students are expected to extend their knowledge of computer programs (primarily Microsoft Excel) to solve some of these problems.</p> <p>It is inevitable that students practice on their own at home based on the exercises and their solutions in the core learning materials. A Forum is provided to have the ability of a panel discussion about the material online on Moodle.</p>
12.	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p>QA sessions before midterm tests and drop-in office hours.</p>
	<p>Summative assessment scheme</p> <p>Midterm (15% each): Three written unseen tests in computer lab using Excel usually in weeks 4, 7 and 10 (LOs 1, 2, 3, 4 and 5)</p>

	<p>Take home assessments (15%): 30-question weekly quizzes in Moodle to be done at home(LOs 1, 2 and 3)</p> <p>Final exam(40%): unseen, written examination in computer lab, based on statistical problem-solving across the syllabus (LOs 1, 2, 3, 4, 5 and 6)</p> <p>Midterm tests and home assignments cannot be resat.</p>	
	Seen examination	0%
	Unseen examination	85%
	Coursework (no examination)	15%
13.	Timetabled examination required	YES
14.	Length of exam	1.5 hours
15.	<p>Learning materials</p> <p>Essential</p> <p>Recommended</p>	<p>Basic Business Statistics: Global Edition 13/e Mark L Berenson, David Levine and Timothy C.Krehbiel</p> <p>ISBN: 9781292069029</p>

1.	Module code:	B19A21E
2.	Title:	INTRODUCTION TO SOCIAL SCIENCES
3.	Credit points:	7
4.	Start term:	spring
5.	Module leader:	CSABA PAUKER, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	4
	Other restrictions or requirements	none
8.	Aims:	<p>Module aims to examine critically the theoretical and empirical background in the social sciences as it facilitates a deeper understanding of people and human acting on the market, in the market economy and in different organizations. This module offers brief introduction into the history of social sciences in order to understand the development of social thought. The module gives overview about the most important issues in close connection with business life and exposes students to the most important social and psychological issues that arise in various business contexts.</p> <p>This module invites students to adopt and apply knowledge in managerial problem solving. The module will also seek to promote students' ability to think critically.</p>

9.	<p>Learning outcomes:</p> <p>On completion of this module the successful student will be able to:</p> <p>analyse the development of social thought from the 19th century to the presentday.</p> <p>compare the main competing theories of current debate and analyse their applications in practice.</p> <p>examine and illustrate the social context in which business people operate. The different fields of activities and the rules relating there to; with special emphasis on the latest developments in Central Europe.</p> <p>analyse social issues in the globalised and Hungarian business environment.</p> <p>construct and carry out effective small-scale research (library use, literature research, referencing)</p> <p>demonstrate positive contribution to team working</p> <p>effectively explain ideas verbally</p> <p>contrast views with peers</p>
10.	<p>Syllabus</p> <ul style="list-style-type: none"> • Sociology as a social science. • Sociological perspective. • Sociological Imagination. • Critical sensitivity. • The “Ideal-Type” of “Homo Oeconomicus”, “Homo Sociologicus” and “Homo Psychologicus”. Integration at micro and macro level. Competitiveness. Social factors of competitiveness. • Culture and human behaviour. Roles, values and norms. • Socialization process. • Verbal and non-verbal communication. • Intelligence. Emotional intelligence. Interpersonal intelligence. Tests: IQ, EQ. • Conformity and deviance. Anomie-theory. • Social stratification and classes. Stratification models. • Groups and organizations. • Work and society. The social nature of work.
	<p>Fordism. Future of work. Post-Fordism. Flexibility debate. Globalization of society.</p> <p>Modern Urbanism. Social Change. Post-industrial society? Globalization.</p> <p>Methodology. Research process. Research methods</p>

11.	<p>Learning and teaching strategy:</p> <p>This module will be delivered via a combination of lectures and seminars. Lectures (2 academic hours in duration) will be deployed to introduce key concepts, issues, and debates, whilst seminars (2 academic hours) will be used to promote active student involvement in the learning process by way of a diverse range of practical activities or reading based discussions.</p>							
12.	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p>Monitoring learning process:</p> <p>10 minutes in class-test</p> <p>discussions in seminars and team work of low point value</p> <p>feedback on in-class activities and exercises</p>							
	<p>Summative assessment scheme</p> <p>Midterm exam (8th week) (30%) LOs 1, 2 If the student fails the first attempt of the midterm exam, there is one retake opportunity in the study period. Should the student fail the midterm retake the student cannot participate the final exam and failed the module.</p> <p>Final exam (50%) LOs 3, 4 If the student fails the first attempt of the final exam, there is one retake opportunity in the examination period. Should the student fail the retake exam the student failed the module.</p> <p>Seminar work (20%): 5% short seminar papers (LOs 1, 2,); team work: essay (500words) (5th week) 5% (LOs 5,6,7,8) and seminar activity 10% (LOs 6,7,8)</p> <p>All 3 parts must be passed successfully (min.50.01%) in order to pass the module.</p> <table border="1" data-bbox="288 1451 1396 1709"> <tr> <td data-bbox="288 1451 715 1518">Seen examination</td> <td data-bbox="715 1451 1396 1518">0%</td> </tr> <tr> <td data-bbox="288 1518 715 1641">Unseen examination</td> <td data-bbox="715 1518 1396 1641">Midterm Examination 30% Final Examination 50%</td> </tr> <tr> <td data-bbox="288 1641 715 1709">Coursework (no examination)</td> <td data-bbox="715 1641 1396 1709">20%</td> </tr> </table>		Seen examination	0%	Unseen examination	Midterm Examination 30% Final Examination 50%	Coursework (no examination)	20%
Seen examination	0%							
Unseen examination	Midterm Examination 30% Final Examination 50%							
Coursework (no examination)	20%							
13.	Timetabled examination required	YES						
14.	Length of exam	2 hours						

1.	Module code:	B19A05E
2.	Title:	MACROECONOMICS
3.	Credit points:	7
4.	Start term:	spring
5.	Module leader:	TAMÁS SEBESTYÉN, DR. \ RICHÁRD FARKAS
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	4
	Other restrictions or requirements	none
8.	Aims:	<p>The module aims to introduce the most important aspects of macroeconomics and to get the students understand how the economy works as a whole. The course introduces basic macroeconomic models, the fiscal and monetary decisions, the real and the money market and the principles of foreign trade and economic growth. The module also aims to provide the students with a critical overview of different schools of macroeconomics and draw the attention on the complexity of the subject.</p>
9.	Learning outcomes:	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> analyse fundamental economic data (GDP, inflation, unemployment) construct and examine trends in basic macroeconomic variables compare the basic mechanisms behind fiscal and monetary interventions select, classify and summarise the most important short and long run effects of economic shocks understand key concepts in international trade and open economy macroeconomics provide and construct macroeconomic outlook for business decision support

10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Introduction, measuring a nation's income, national income accounting • Measuring the cost of living • Production, long-run growth and development • Employment and unemployment, labor market • Credit Markets, saving decisions • Midterm exam • Monetary system, money, central banking • Short-run fluctuations, macroeconomic equilibrium • Countercyclical macroeconomic policy, monetary policy • Countercyclical Macroeconomic policy, fiscal policy • Macroeconomics and international trade, current account, financial account • Open economy macroeconomics, exchange rates, exchange markets, GDP • Case Study • Midterm exam resit
11.	<p>Learning and teaching strategy:</p> <p>The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces.</p> <p>The lectures of macroeconomics are focused on the key concepts and on the basic models in a closed and in an open economy. Every week the students receive homework papers to practise the calculations and have readings about macroeconomic problems.</p>
12.	<p>Assessment scheme:</p> <p>(c) Formative assessment scheme</p> <p>Case study: analysing a case study in group work with regard to the materials that have been gone over. Feedback to solutions whether students apply macroeconomic tools correctly.</p>

	<p>(d) Summative assessment scheme</p> <p><i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <p>Case study analysis regarding to basic macroeconomic tools. Groupwork, it gives 15% of final grade.</p> <p>Midterm exam(6th week, March): will be a 90 minutes test with definitions, curves, examples, calculations and theoretical questions. Subject: the material of the first 5 weeks.It gives 30% of the final grade.</p> <p>The final examination will be a 120 minutes test with some detailed theoretical questions, complex calculations and examples. It gives the remaining 55% of the final grade.</p> <p>A midterm exam resit opportunity is available on last week. By the case of any other assessment element general rules of Students’ Handbook are authoritative.</p> <p>Students are allowed to drop in at weekly office hours in the whole semester as well as in exam period when they can require for help understanding the material if it is needed. After correcting both of the midterm and final exams students are allowed to take an insight into the exams at certain times.</p>	
	Seen examination	0%
	Unseen examination	85 %
	Coursework (no examination)	15 %
13.	Timetabled examination required	YES
14.	Length of exam	2 hours
15.	<p>Learning materials</p> <p>Essential</p> <p>Recommended</p>	<p>Acemoglu – Laibson – List: Economics, 2nd edition</p> <p>Mankiw: Macroeconomics, 6th edition</p>

1.	Module code:	B19A06E
2.	Title:	INTRODUCTION TO MANAGEMENT
3.	Credit points:	7
4.	Start term:	spring
5.	Module leader:	NORBERT SIPOS, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management
	Level restrictions	4
	Other restrictions or requirements	none
8.	Aims:	<p>The aim of the course, on the one hand, is to provide students with a holistic view and basic tools to acquire a solid knowledge in the principles of management (planning, organizing, leading and controlling). On the other hand, it is essential that the students achieve a deep understanding of the fundamentals which are required for other specific modules.</p>
9.	Learning outcomes:	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> • compare and contrast major management evolution-related schools • evaluate management functions of an organization, explain how these can be formed and maintained • identify the factors influencing the manager’s work and analyse characteristics of leadership • list the role and intercorrelations of the different organizational functions • show individual communication skills through presentations • outline computer literacy and tech skills by making presentations • analyse different perspectives by participation in case studies’

10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Clarification of the course expectations. Managers and Management • The Management Environment • Integrative Managerial Issues • Organizational Structure and Design • Foundations of Planning • Introduction to Managing Human Resource • Midterm examination. Foundations of Decision Making • Managing Change and Innovation • Foundations of Individual Behavior and Individual Work • Understanding Groups and Managing Work Teams • Foundations of Motivation and Rewarding Systems, Managing Communication and Information • Foundations of Control, Operations Management • Final examination in computer room, Summary in classroom
11.	<p>Learning and teaching strategy:</p> <p>Each of the participants starting from week 3 has to take a presentation on the topic selected (lecturer offers a list) in week 1 (see learning outcomes 1-2 and 5-6).</p> <p>Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to answer and discuss selected questions and cases proposed at the end of the different parts of the book (see learning outcome 7), 10 times they should be submitted via e-mail. During lectures, several exercises will demonstrate the practical applicability of themes. Students will be provided with material added to the textbook to increase their knowledge of specific themes (see learning outcomes 3-4).</p>

2.	<p>Formative assessment scheme</p> <p>Feedback on multiple choice quizzes.</p> <p>Feedback from peers, practice exercises</p> <p>Feedback on group work solutions.</p>	<p>Summative assessment scheme</p> <p>The students have to take 15 minutes of presentation plus Q&A and feedback. (30%) The topics are covering the core learning material and fixed in the first week (LO 1-2, 5-7). Evaluation criteria: 5 points for presentation style and quality of slideshow, 10 points for peer involvement, 15 points for content quality and how it addresses the topic.</p> <p>The midterm examination(20%) consists of 40 minutes of exam taken in the computer room (only Faculty computers are allowed to be used), including 20 multi-choice questions for 20 points-20% in the topics discussed until that point. (LO 1-4)</p> <p>The final examination(50%) consists of 75 minutes of exam taken in the classroom, including multi-choice questions (30 pcs for 30 points-30%), and small essays related to a case-study (20 points converted to 20%). (LO 1-4,7)</p> <p>The midterm examination can be taken in the following lesson in case of absence, and the final examination can be taken in the examination period in case of absence. If any of the two exams should be retaken it is only possible in the examination period.</p>
	Seen examination	0%
	Unseen examination	70%
	Coursework (no examination)	30%
13.	Timetabled examination required	YES
14.	Length of exam	40 minutes for the midterm, 75 minutes for the final examination

15.	Learning materials	
Essential	<p>Essential reading</p> <p>Robbins, S. P., De Cenzo, D. & Coulter, M. (2017): Fundamentals of Management: Management Myths Debunked!, Prentice Hall, 10th edition, ISBN 9781292146942</p>	
Recommended	<p>Recommended books</p> <p>Robbins, S. P. & Coulter, M. (2012): Management. Prentice Hall, 11th edition, ISBN 978-0-13-216384-2</p> <p>Robbins, S. P. (2016): Fundamentals of Management: Essential Concepts and Applications, Pearson, 10th edition, ISBN: 9780134237473</p>	

1.	Module code:	B20TVB02E
2.	Title:	SYSTEM OF TOURISM
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Zoltán Raffay, Dr.
6.	Accredited by:	
7.	Module restrictions:	
	Pre-requisite	
	Programme	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
8.	Aims:	<p>The aim of the course is to let students know the basic concepts and the system of tourism and to allow students to analyse the tendencies and trends of international and domestic tourism.</p> <p>To let students know the basic concepts and the system of tourism and to allow students to analyse the tendencies and trends of international and domestic tourism.</p>
9.	Learning outcomes:	<p>Needs, their change and analysis. Supply and demand of tourism. Making up a tourism product, features of the respective touristic products. Measurement of the tourism phenomenon. Micro- and macro-economic features of tourism, its impacts and role in the economy. The role of state in tourism. Characteristic features and trends in the international and Hungarian tourism sector.</p> <p>Students acquire basic tourism skills, get to know the operation of the sub-branches and activities of tourism (accommodation and catering facilities, travel organisers and tour operators, destination management organisation, other service providers etc), are able to evaluate them and find the relationships to other economic sectors.</p>

10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Tourism as a science; categorisation of the tourism activities • Demand of tourism • The tourist • Supply of tourism • The central element of the tourism supply: the attraction • The infra- and suprastructure of tourism • In-class test • Tourism as a system • The development of tourism • The future of tourism, trends in tourism • Interpretation of tourism as a products • Tourism policy. Planning and development of tourism • The impacts of tourism 						
11.	<p>Learning and teaching strategy:</p> <p>Case studies and project assignments related to the topics of the lectures, press reviews and analyses. A requirement for the completion of the seminars is active participation in classes and making project works individually and in groups. At the end of the course an oral examination is made.</p>						
12.	<p>Assessment scheme:</p> <p>Of the total grade, 20% is made by individual work (active participation in classes, completion of tasks and case studies completion of tasks and case studies). In the middle and on the last class of the term students write in-class tests for 30% of the grade (each test makes 15%). The remaining 50% is made by the oral examination. For successful completion of the course, a minimum on 50.01% must be achieved in all activities!</p> <p>In the seminar classes individual and groups work is done, realised in minor tasks and case studies related to the topics of the lectures.</p>						
	<p>Formative assessment scheme</p>						
	<p>Summative Assessment Scheme</p>						
	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1" data-bbox="288 1805 1404 2040"> <tr> <td data-bbox="288 1805 671 1872">Seen examination</td> <td data-bbox="671 1805 1404 1872">%</td> </tr> <tr> <td data-bbox="288 1872 671 1939">Unseen examination</td> <td data-bbox="671 1872 1404 1939">%</td> </tr> <tr> <td data-bbox="288 1939 671 2040">Coursework (no examination)</td> <td data-bbox="671 1939 1404 2040">%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						

13.	Timetabled examination required	
14.	Length of exam	
15.	Learning materials	
	Essential	Morrison, M. – Mill, R. C. (2012): The Tourism System. Kendall Hunt Publishing, ISBN 13:9780757599767
	Recommended	Wyllie, R. W. (2011) An Introduction to Tourism.Venture Pub., Inc., ISBN-13: 978-1892132956 unwto.org

Year 2

Core Modules (A1/A2/B1)

1.	Module code:	B19A07E
2.	Title:	BUSINESS STATISTICS
3.	Credit points:	7
4.	Start term:	fall
5.	Module leader:	MÓNIKA GALAMBOSNÉ TISZBERGER, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	5
	Other restrictions or requirements	none
8.	Aims:	<p>The module aims to provide students with an understanding of both the theory and practice of Business Statistics. Using the MS Excel as a statistical tool, students will be able to use the special features of a commonly used program and at the same time they will get an overview over the background of the calculations. The main focus of the module is to introduce students to the complex tools of statistics to enable them to research business and management problems in their further studies and work.</p>
9.	Learning outcomes:	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> • match statistical methods and procedures with business problems to solve them with the help of MS Excel • explain and critically evaluate outcomes of analyses • illustrate results to a general audience in a proper way considering ethical issues as well • construct and administer statistical datasets • propose effective quantitative research • explain numerical results

10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Recall of descriptive and inferential statistics • Analysis of Variance • Chi-square test • Nonparametric procedures • Correlation • Simple Linear Regression • Multiple Linear Regression • Non-linear regression • Time series analysis (trends and forecasting) • Seasonal changes in time series
11.	<p>Learning and teaching strategy:</p> <p>This module will be taught through joint application of theoretical and practical teaching methods, which should enable students to understand mechanisms of business decisionmaking applying statistical methods. To achieve this objective “flipped classroom” techniques are applied. Before the lecture the students have to prepare from the coming topic and fill in the online quiz. Feedback on quiz will be given weekly for the class in general and individually if necessary. During the lecture time students work in random groups of 3-4 and work out the guiding questions of the topic. At the end of the class they also have to solve a group work exercise. Feedback is given weekly. At the tutorial the teacher and the students solve the exercises together with MS Excel. Continuous learning is necessary to keep up with the course.</p>

12.	<p>Formative assessment scheme</p> <p>QA sessions before midterms and drop-in office hours</p>	<p>Summative assessment scheme</p> <p>Online quiz (10%) weekly</p> <p>Online quiz through Neptun (multiple choice, T/F) before and after the topics. 10 questions for 10 minutes. It is a readiness/reading assessment.</p> <p>(LOs 1 and 2)</p> <p>Group work (10%) weekly</p> <p>Topic related problem solution in 10-15 minutes at the end of the lecture part.</p> <p>(LOs 3)</p> <p>Midterm test 1 (15%) in Week 6</p> <p>Problem solution with the help of MS Excel from the first four new topics. Solutions are detailed and explained in the midterm paper. 4-5 problems for 70 minutes. (LOs 1, 2, 5 and 6)</p> <p>Midterm test 2 (15%) in Week 13</p> <p>Problem solution with the help of MS Excel from topics of regression and time series analysis. Solutions are detailed and explained in the midterm paper. 4-5 problems for 70 minutes. (LOs 1, 2, 5 and 6)</p> <p>Elements 1-4. cannot be resat. Final exam (50%) in Exam Period</p> <p>Problem solution with the help of MS Excel. Problems are more complex; students have to be able to match the problems with the proper methodology. Solutions are detailed and explained in the midterm paper. 4-5 problems for 70 minutes. (LOs 1, 2, 4, 5 and 6) It can be resat during the exam period.</p>
	Seen examination	0%
	Unseen examination	80% (LOs 1, 2, 4, 5 and 6)
	Coursework (no examination)	20% (LOs 1, 2, and 3)
13.	Timetabled examination required	YES
14.	Length of exam	1.5 hours

15.	Learning materials Essential	Essential reading Berenson, M.L. – Levine, D.M. – Szabat, K.A. (2015): Basic Business Statistics: Concepts and Applications, 13th Edition, Pearson
	Recommended	Recommended books Levine, D.M. – Stephan, D.F. – Szabat, K.A. (2017): Statistics for Managers Using Microsoft Excel, 8th Edition, Pearson

1.	Module code:	B19B01E
2.	Title:	ORGANIZATIONAL BEHAVIOUR
3.	Credit points:	7
4.	Start term:	2020/21/1 (fall)
5.	Module leader:	ZSUZSANNA VITAI, DR./JULIANNA NÉMETH
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management
	Level restrictions	5
	Other restrictions or requirements	none
8.	Aims:	<p>Although technical knowledge in management is vital for managerial effectiveness, the practicing manager will use human skills from day one in the workplace. This module aims to improve students' knowledge about human behavior with specific emphasis on theory-based analysis and critical application of knowledge. We will address individual, group and organization-wide issues with the aim of proving students the value of systematic study and diagnostic thinking.</p>
9.	Learning outcomes:	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> • identify the causes of discussed human behaviour • interpret the dynamics of interpersonal and group behaviour • assess the value of theories in practical management of people • develop management and leadership potential • communicate and interact with people in the work environment, • assess the significance of difficult situations and handle them efficiently, • use theory-based problem-solving approaches • work in groups in a friendly and value-adding manner.

10.	<p>Syllabus:</p> <p>Introduction, requirements. What is Organizational Behaviour?</p> <p>Tutorial: How much do we already know?</p> <p>Diversity in Organizations, Attitudes and Job Satisfaction</p> <p>Tutorial: What about your attitudes?</p> <p>Personality and Values</p> <p>Tutorial: Who we are?</p> <p>Perception</p> <p>Tutorial: Are you sure?</p> <p>Learning</p> <p>Tutorial: How do people learn?</p> <p>Motivation; Concepts</p> <p>Tutorial: Are you driven to succeed?</p> <p>Midterm examination</p> <p>Communication</p> <p>Tutorial: Can you express what you want to say?</p> <p>Foundations of Group Behaviour</p> <p>Tutorial: How tough are you?</p> <p>Leadership Theories and Issues</p> <p>Tutorial: Are you a leader?</p> <p>Power and Politics</p> <p>Tutorial: Can you use power?</p> <p>Conflict and Negotiation</p> <p>Tutorial: Can you defend your interest?</p> <p>Pre-examination revision week. No class, reading week.</p>
11.	<p>Learning and teaching strategy:</p> <p>Directed study with a half-flipped classroom: lectures will be held at the beginning of the week, on Tuesday, on Thursday at tutorials the material will be analyzed and deeply explored via exercises, case studies, video analyses. Students will be provided with material additional to the textbook to increase their knowledge of specific themes. Students have to read class material in advance, and a small quiz will check their knowledge every week. Lectures serve to clarify and enlarge upon important issues, questioning and discussion is encouraged in class.</p>

12.	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p>Every week a short quiz to send message about the depth of learning, in the beginning of the semester easy questions, at the end small case studies will be assigned to be solved by the next week.</p> <p>Tutorials help students to express themselves in English, answer questions, work in international groups, solving problems together. Every tutorial is graded based on individual participation, activity, sharing meaningful ideas, group membership and leadership qualities.</p>							
	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1" data-bbox="288 748 1430 1424"> <tr> <td data-bbox="288 748 1082 1055"> <p>Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-3, 5, 8. In case of a failed exam one resit possibility via the computer. The same question types different content.</p> </td> <td data-bbox="1082 748 1430 1055">20%</td> </tr> <tr> <td data-bbox="288 1055 1082 1361"> <p>Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes). In case of a failed exam one resit possibility via the computer. The same question types different content. LO 1-3, 5,6,7.</p> </td> <td data-bbox="1082 1055 1430 1361">50%</td> </tr> <tr> <td data-bbox="288 1361 1082 1424"> <p>Class participation LO 3-8</p> </td> <td data-bbox="1082 1361 1430 1424">30%</td> </tr> </table>		<p>Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-3, 5, 8. In case of a failed exam one resit possibility via the computer. The same question types different content.</p>	20%	<p>Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes). In case of a failed exam one resit possibility via the computer. The same question types different content. LO 1-3, 5,6,7.</p>	50%	<p>Class participation LO 3-8</p>	30%
<p>Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-3, 5, 8. In case of a failed exam one resit possibility via the computer. The same question types different content.</p>	20%							
<p>Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes). In case of a failed exam one resit possibility via the computer. The same question types different content. LO 1-3, 5,6,7.</p>	50%							
<p>Class participation LO 3-8</p>	30%							
	Seen examination	0%						
	Unseen examination	70%						
	Coursework (no examination)	30%						
13.	Timetabled examination required	YES						
14.	Length of exam	1 hour in case of a failed exam one resit possibility via the computer						

15.	<p>Learning materials</p> <p>Essential</p> <p>Recommended</p>	<p>Robbins, S.P., Judge. T.: Organisational Behavior 15th edition or any later edition either European or the US Handouts</p> <p>Any OB book published after 2010</p>
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1.	Module code:	B19A08E
2.	Title:	INTRODUCTION TO ACCOUNTING
3.	Credit points:	7
4.	Start term:	fall
5.	Module leader:	ANDRÁS TAKÁCS, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	5
	Other restrictions or requirements	none
8.	Aims:	<p>This module aims to examine basic theories and practices of accounting. Based on the discussion of the related key expressions and techniques, it helps students understand the book-keeping system and the financial statements of companies, as well as the relationship between them. This module also assists students in developing practical skills such as recording book-keeping entries, preparing financial statements, comparing different methods (i.e. inventory costing, depreciation) and showing their effects on the financial statements of the firm.</p>
9.	Learning outcomes:	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> • Use the main principles and key expressions of accounting, and the content of financial statements, • Compare different accounting methods (depreciation, inventory costing etc.), • Evaluate the impact of transactions on the firm's assets, equity, liabilities, revenues and/or expenses, • Explain the relationship between the book-keeping system and the financial statements of the firm, • Record usual transactions in the book-keeping system, • Categorise book-keeping information and prepare financial statements, • Compare different accounting methods and assess their effects on financial statements.

10.

Syllabus:

- Definition and basic principles of accounting, content of annual reports
- The balance sheet
- Valuation of items in the balance sheet
- The income statement
- Deferrals and accruals
- The basics of book-keeping: the accounting cycle, T-accounts, journal
- Accounting for fixed assets
- Accounting for current assets
- Accounting for liabilities and shareholders' equity
- Summary of the accounting cycle, relationship between book-keeping information and financial statements

11.	<p>Learning and teaching strategy:</p> <p>This module will be delivered via a combination of lectures and practical exercises. The weekly classes will be divided into two parts: the first part is a lecture, which will be deployed to introduce the theoretical background, main concepts and issues related to the given topic, while the second part will be used to discuss practical problems and to solve practical exercises.</p>							
12.	<p>Assessment scheme:</p> <p>(e) Formative assessment scheme</p> <p>Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, online quiz game (Kahoot) at the end of each chapter.</p>							
	<p>Summative assessment scheme</p> <p>Midterm exam (40%) in Week 7</p> <p>A written exam, which contains 3-5 questions.(LOs 1, 2, 6 and 7)</p> <p>Final exam (60%) in the Exam Period</p> <p>A written exam, which contains 5-6 questions.(Los 1, 2, 3, 4, 5, 6 and 7)</p> <p>Students have one resit opportunity in each assessment element.</p> <table border="1"> <tr> <td>Seen examination</td> <td>0 %</td> </tr> <tr> <td>Unseen examination</td> <td>100 %</td> </tr> <tr> <td>Coursework (no examination)</td> <td>0 %</td> </tr> </table>		Seen examination	0 %	Unseen examination	100 %	Coursework (no examination)	0 %
Seen examination	0 %							
Unseen examination	100 %							
Coursework (no examination)	0 %							
13.	Timetabled examination required	YES						
14.	Length of exam	Midterm exam: 45 minutes Final exam: 75 minutes						
15.	Learning materials							
	Essential	<p>TAKÁCS, A.: "Introduction to Accounting" e-book, University of Pécs, Faculty of Business and Economics, 2019</p> <p>[downloadable in pdf format from the Neptun system]</p>						
	Recommended	<p>Frank Wood – Sheila Robinson: "Book-keeping and Accounts", 7nd Edition, Pearson, 2008</p>						

1.	Module code:	B19B04E
2.	Title:	CORPORATE FINANCE
3.	Credit points:	7
4.	Start term:	2021/22/2 (fall)
5.	Module leader:	MÓNIKA KUTI, DR./ALEXANDRA POSZA
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	4
	Other restrictions or requirements	none
8.	Aims: The module aims to provide students with deepened knowledge and skills to equip them for a career in finance; to develop the student's competence in applying a range of financial analytical skills and valuation techniques; to help students understand the complexity of financial statements; to enhance the development of the students' existing skills base, allowing for a cumulative learning experience.	
9.	Learning outcomes: On completion of this module, the successful student will be able to: Analyze the development of financial theories; Analyze risks imbedded in operating, investment and financial decisions; Compare the results of financial statement analysis, capital budgeting, and security valuation models; Examine the applicability and the limitations of financial models in practice. Construct effective small-scale research (library use, information elicitation and handling, etc.); Test and analyse financial models and theories on datasets; Examine metrics to cope with uncertainty in financial decision making.	

10.	<p>Syllabus:</p> <p>Introduction to Finance</p> <p>Financial Statement Analysis and Growth Working Capital Management</p> <p>Long-Term Finance and Financial Markets Capital Structure and Leverage</p> <p>Dividend Policy</p> <p>Time Value of Money Risk and Return</p> <p>Bond and Stock Valuation Cost of Capital (WACC) Capital Budgeting</p>	
11.	<p>Learning and teaching strategy:</p> <p>There are key elements in this module, which use a range of differing strategies to achieve the objectives:</p> <p>Teaching session enables students to understand theoretical and analytical material.</p> <p>Projects provide opportunities for students to practice skills and apply knowledge developed during the session, deepening theoretical background and critical thinking.</p>	
12.	Formative Assessment Scheme	Summative Assessment Scheme
		In-class assignments:
	Feedback on model application errors.	Project 1 (20%) is to perform a financial statement analysis of a multinational company: ratio analysis, interpretation of cash flow statement, working capital management, growth, DOL, DFL, DCL, payout policy. (LO 2, 3, 4, 6, 7).
	Review of the links between security valuation and capital budgeting.	Project 2 (20%) is the in-class task to apply CAPM to stock valuation, to calculate WACC, basic EVA, and to apply basic capital budgeting decisions to a corporate project. (LO 2, 3, 4, 6, 7).
	Feedback on research topic proposition	Project 3 (10%) is to design and submit a literature survey in any area of corporate finance (minimum 20 citations, use of academic databases). (LO5)
		Final exam (50 points) (LO1, 3, 6).
	Seen examination	100 %
	Unseen examination	N/A

	Coursework (no examination)	N/A
13.	Timetabled examination required	<u>Yes</u> /NO
14.	Length of exam	1,5 hours
15.	Learning materials	
	Essential	Kuti Mónica (2017): Financial Analysis. Damodaran, A. (2010), Applied Corporate Finance. Wiley. 3 rd edition.
	Recommended	Damodaran: http://pages.stern.nyu.edu/~adamodar/ Clauss, F. J. (2010): Corporate financial analysis with Microsoft Excel. McGraw-Hill

1.	Module code:	B20TVB01E
2.	Title:	TOURISM GEOGRAPHY
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	János Csapó, Dr.
6.	Accredited by:	
7.	Module restrictions:	
	Pre-requisite	
	Programme	BSc in Tourism and Catering
	Level restrictions	6
	Other restrictions or requirements	none
8.	Aims:	<p>The aim of the subject is to let students know the basic concepts and the system of the geography of tourism. Students must be able to recognise the role of geographical factors in tourism and must be aware of the analysis methods of regional tourism geography. They should also be able to analyse trends and processes in international and domestic tourism.</p>
9.	Learning outcomes:	<p>Participants of the course are able to critically analyse the regional tourism trends and can also recommend complex solutions. Having completed the course, students know theoretical and practical skills related to tourism geography and are able to apply geographical approach in tourism development. Students are able to integrate and use in practice the pieces of information related to the subject. They are able to recognise market changes, adapt to that and make relevant decisions.</p> <p>Students are able to realistically assess the tourism supply of a destination and can make recommendations for the creation of tourism development strategy. They become sensitive to problems, proactive, and have an environment conscious and practice-oriented attitude.</p>

10.	<p>Syllabus:</p> <p>An introduction to tourism geography.</p> <p>General trends and tendencies of the world tourism, with special regard to Europe. Tourism geography of the British Isles (Ireland United Kingdom)</p> <p>Tourism geography of the BENELUX states Tourism geography of France</p> <p>Tourism geography of Northern Europe</p> <p>Tourism geography of Germany and the Alpine countries (Austria, Switzerland) Tourism geography of the Iberian Peninsula (Spain and Portugal)</p> <p>Tourism geography of Italy and Greece Tourism geography of Central Europe Tourism geography of America</p> <p>Tourism geography of Asia and the Pacific region Tourism geography of Africa and Australia</p>
11.	<p>Learning and teaching strategy:</p> <p>In the seminar classes individual and groups work is done, realised in minor tasks, homeworks and case studies related to the topics of the lectures, and also in holding presentations.</p>

12.	<p>Assessment scheme:</p> <p>According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course.</p> <p>A requirement for the completion of the seminars is active participation in classes. Of the total grade, 20% is made by individual work (active participation in classes, completion of tasks and case studies, presentations). Students write a mid-term test for 30% of the grade. The remaining 50% is made by the end-term written examination. For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p>							
	<p>Formative assessment scheme</p>							
	<p>Summative Assessment Scheme</p>							
	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1" data-bbox="292 904 675 1137"> <tr> <td data-bbox="292 904 675 972">Seen examination</td> <td data-bbox="675 904 1399 972">%</td> </tr> <tr> <td data-bbox="292 972 675 1039">Unseen examination</td> <td data-bbox="675 972 1399 1039">%</td> </tr> <tr> <td data-bbox="292 1039 675 1137">Coursework (no examination)</td> <td data-bbox="675 1039 1399 1137">%</td> </tr> </table>		Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%							
Unseen examination	%							
Coursework (no examination)	%							
13.	<p>Timetabled examination required</p>							
14.	<p>Length of exam</p>							
15.	<p>Learning materials</p> <p>Essential</p> <p>Recommended</p>	<p>Naresh K. Malhotra: Basic Marketing Research. International edition. 4th edition. Pearson 2011</p> <p>Cahill, D: When to use qualitative methods: a new approach. Marketing Intelligence and Planning 14/6/1996 p.16-20.</p> <p>Hofstede et al.: An investigation into the association pattern technique as a quantitative approach to measure means-end chains. International Journal of Research in Marketing 15 1998 p.37-50</p> <p>Gibson, L.D.: Quo Vadis, Marketing Research? Marketing Research, Spirng 2000 p. 36-41 Wilson, A., Laskey N.: Internet base marketing research: a serious alternative to traditional research methods? Marketing Intelligence and Planning 21/2 2003 p.79-84</p>						

1.	Module code:	B19A10E
2.	Title:	INTRODUCTION TO MARKETING
3.	Credit points:	7
4.	Start term:	spring
5.	Module leader:	KRISZTIÁN SZŰCS, DR./PETRA RÁCZ-PUTZER, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	UG
	Other restrictions or requirements	none
8.	Aims:	<p>Module aims to develop an integrated view and a complex understanding of modern marketing: a mixture of principles, practices and tools in an increasingly unpredictable environment provide. It also provides an overview of the principles and core concepts of modern marketing, basics to consumer behavior, marketing information, marketing management process and marketing tools. Students learn to consider the importance of predicting and analyzing consumer's responses to marketing activities and also the moral and social aspects of marketing activities.</p>
9.	Learning outcomes:	<ul style="list-style-type: none"> • On completion of this module, the successful student will be able to: • develop basic knowledge in marketing theory • understand and apply appropriate marketing management activities, methods and tools used in the marketing process • model basic marketing issues and problems • plan and apply appropriate basic marketing research techniques and the fundamental marketing tools (4Ps) • apply fundamental theoretical frameworks in daily business-life • select and solve basic marketing problems through creative thinking • use skills in field research and will be able to write reports and develop presentation • develop team building skills and to work in group

10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • What is marketing – Creating and capturing customer value • Company and marketing strategy: Partnering to build customer relationships • The marketing environment • Marketing research: Managing marketing information to gain customer insights • Consumer and business buyer behavior • Customer-driven marketing strategy: how to create value • Developing the Marketing Mix 1: Products, services and brands • New product development and product life cycle • Developing the Marketing Mix 2: Pricing • Developing the Marketing Mix 3: Marketing channels, Retailing and wholesaling • Developing the Marketing Mix 4: Promotion • Q&A and Big Quiz
11.	<p>Learning and teaching strategy:</p> <p>This module will be delivered via a combination of lectures and seminars. Lectures (75 minutes) are provided to establish the framework of marketing process, defining marketing problems, researching and understanding the fundamental marketing techniques and tools (LOs 1, 2, 4). Professional guides and samples are applied for practice to develop LOs 3, 4, 5, 6 and 7. They are used during interactive seminars (75 minutes). Feedback on presentations will be given during the seminars. Virtual learning environment is used to develop LOs 3, 4, 6, 7 and 8.</p>

12.	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p>Feedback from lecturers on in-class activities, draft project works and work-in-progress presentations.</p>
	<p>Summative assessment scheme</p> <p><i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <p>Midterm exam (20%)</p> <p>Students will have a closed-book written examination during the semester (True-False, Multiple choices, Small essays).</p> <p>(LOs 1, 2 and 5)</p> <p>Coursework (no examination) (15%)</p> <p>Students will solve case studies, critical thinking tasks and short quizzes to practice marketing management process and marketing tools using training techniques. (LOs 2,4, 6 and 8).</p> <p>Practical (no examination) Problem solving exercises (15%)</p> <p>Students will be required to create groups and act as a marketing consultant. Five marketing-related problems (marketing orientations, research, STP, new product development and communication) will be set as the basis for discussion. Each group is required to deliver a 7-minute presentation of the solution of the given problem and one video in the case of marketing communication problem. (LOs 3, 4, 7 and 8)</p> <p>Final Exam (50%)</p> <p>Students will have a closed-book written examination during the exam period (True-False, Multiple choices, Small essays, Critical thinking essay).</p> <p>(LOs 1, 2, 3, 4, 5 and 6)</p> <p>Students, who do not gain more than 50% in the midterm exam, can write the retake midterm exam in the last week of the semester.</p> <p>In the case of coursework there is no resit opportunity, any submission of the tasks will be refused.</p> <p>After deadline, submission of problem solving exercises can be accepted within 2 weeks, but only for maximum 60% of the points.</p> <p>Students, who do not gain more than 50% in the final exam, can write the retake final exam in the exam period.</p> <p>Based on all of the assessment elements, more than 50% in aggregate is required to pass the course.</p>

1.	Module code:	B19B02E
2.	Title:	HUMAN RESOURCE MANAGEMENT
3.	Credit points:	7
4.	Start term:	2020/21/2 (spring)
5.	Module leader:	ZSUZSANNA VITAI, DR./JULIANNA NÉMETH
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management
	Level restrictions	5
	Other restrictions or requirements	none
8.	Aims:	<p>This module seeks to provide introductory knowledge of the efficient management of people at work by exploring a series of the main issues relating to HRM. It shows students how HRM as a business function can contribute to the competitiveness and productivity of an organization. The module will introduce students to the primary functions falling within the domain of Human Resource Management. The module seeksto develop students' understanding not only of what managers have to do about their employees but also of the roles, activities, and expectations of the individuals as a potential and capable employee.</p> <p>A critical, evaluative and ability-based approach will be adopted to explore the range of HR activities. The intention is not merely to introduce the activities in themselves but alsoto develop students' understanding of relevant aspects of the context in which such events take place, and enable the students to act in the course of their future career as professional employees and employers. An emphasis will be put on ethical HR practices,to underpin responsible attitudes in students.</p>

9.

Learning outcomes:

On completion of this module, the successful student will be able to:

Explain the significance of human resource management as a field of study and as a central management function;

Explain the role of HRM in creating value and increasing revenue;

Identify and evaluate the HRM functions, their theoretical background and their everyday application;

Recognize and apply the HRM related ethical issues and their solutions;

Assess the basic aspects of international HRM.

apply conceptual frameworks to the identification and solution of problems in HRM;

Use analytical and presentation skills to address HRM issues in a variety of contexts.

<p>10.</p>	<p>Syllabus:</p> <p>Introduction, Requirements. Grouping Referencing</p> <p>What is HR? Tutorial.</p> <p>Presentation about your company 10 groups 6 minutes each + on papersummarize the facts in 1 page.</p> <p>The Legal Environment – USA and Europe with Internet Q and A</p> <p>Managing Diversity, Equal Employment presentations, and discussion</p> <p>Employee Rights and Responsibilities lecture and tutorial mix</p> <p>Job design applied to companies, presentations and discussion</p> <p>Jobs tutorial. Quiz closed book</p> <p>Recruitment applied to companies, presentations and discussion</p> <p>Recruitment tutorial. Quiz closed book</p> <p>Selection and Placement presentation and discussion</p> <p>Selection and Placement tutorial. Quiz closed book</p> <p>ELECTRONIC MIDTERM EXAM!</p> <p>Training and development presentations and discussion</p> <p>Training implications of a newly hired employee Quiz closed book</p> <p>Performance Management and Appraisal presentations and discussion</p> <p>Performance Management and Appraisal tutorial. Quiz closed book.</p> <p>Total Rewards and Compensation presentations and discussion</p> <p>Total Rewards and Compensation tutorial. Quiz closed book</p> <p>Variable Pay and Executive Compensation, Managing Employee Benefits presentation and discussion</p> <p>Variable Pay and Executive Compensation, Managing Employee Benefitstutorial. Quiz closed book</p> <p>Organization/Individual Relations and Retention presentations and discussion</p> <p>Strategic HR Management and Planning – Course wrap-up</p>
<p>11.</p>	<p>Learning and teaching strategy:</p> <p>The module will be taught by the “flipped classroom” approach, video lectures will be provided and the textbook specified. Students have to:</p> <p>watch the assigned video BEFORE CLASS read the specified chapter BEFORE CLASS</p> <p>participate actively in problems-solving at tutorialsdo independent research and then present their findings week-by-week.</p> <p>Presentations and critical discussion skills will be built and evaluated. Concepts will be illustrated and clarified by case studies, videos and role play at the tutorials.</p>

12.	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p>Students will be assigned to teams. Every week students will be asked to research on their own about a company the student team is assigned to for the whole semester. Every team has to prepare a five slides long PowerPoint presentation about the assigned topic and company. In every presentation class on Tuesday, five teams are presenting, and five teams are the discussants.</p> <p>It will not be specified in advance who will be the presenters and who will be the discussants; it will be decided in class. Every team member has to participate: because each task and each discussion is worth 100 points – 1000 points altogether.</p> <p>In tutorials students will be evaluated on class participation.</p>						
	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1" data-bbox="280 819 1430 1391"> <tr> <td data-bbox="280 819 1062 1088"> <p>Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-5. In case of a failed exam one resit possibility via the computer. The same question types different content.</p> </td> <td data-bbox="1062 819 1430 1088">20%</td> </tr> <tr> <td data-bbox="280 1088 1062 1391"> <p>Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes) In case of a failed exam one resit possibility via the computer. The same question types, different content LO 1-5.</p> </td> <td data-bbox="1062 1088 1430 1391">50%</td> </tr> <tr> <td data-bbox="280 1391 1062 1458"> <p>Class participation LO 6-8.</p> </td> <td data-bbox="1062 1391 1430 1458">30%</td> </tr> </table>	<p>Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-5. In case of a failed exam one resit possibility via the computer. The same question types different content.</p>	20%	<p>Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes) In case of a failed exam one resit possibility via the computer. The same question types, different content LO 1-5.</p>	50%	<p>Class participation LO 6-8.</p>	30%
<p>Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-5. In case of a failed exam one resit possibility via the computer. The same question types different content.</p>	20%						
<p>Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes) In case of a failed exam one resit possibility via the computer. The same question types, different content LO 1-5.</p>	50%						
<p>Class participation LO 6-8.</p>	30%						
13.	<p>Timetabled examination required</p> <p>YES</p>						
14.	<p>Length of exam</p> <p>60 minutes, in case of a failed exam one resit possibility via the computer</p>						
	<p>Seen examination</p> <p>0%</p>						
13.	<p>Unseen examination</p> <p>70%</p>						
14.	<p>Coursework (no examination)</p> <p>30%</p>						

15.	Learning materials Essential Recommended	Mathis, R.L., Jackson, J.H.: Human Resource Management 12th or any later edition Thomson South-Western Handouts and articles Any HRM book published after 2010.
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1.	Module code:	B19A11E
2.	Title:	INTERNATIONAL ECONOMICS
3.	Credit points:	7
4.	Start term:	spring
5.	Module leader:	TAMÁS SEBESTYÉN, DR.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	Pre-requisite	none
	Programme	BSc in Business Administration and Management; BSc in Tourism and Catering
	Level restrictions	5
	Other restrictions or requirements	It is recommended to take this module once Microeconomics and Macroeconomics modules are passed.
8.	Aims: The module aims to introduce the most important areas of international economics in a comprehensive perspective. The course provides introduction to the theory of trade and trade policy as well as the policy practices. It is also an important aim to analyse the macroeconomic theories when international economic relationships are considered as an inherent part of these models. The second half of the module is devoted to issues of international finance.	
9.	Learning outcomes: On completion of this module, the successful student will be able to:	<ul style="list-style-type: none"> • assess and compare different concepts of international trade and income distribution • critically evaluate the possible aims and tools of trade policy • explain possible effects of trade policies on income distribution and economic welfare • explain the main factors in relation to exchange rate movements • apply model-based thinking • positively contribute to group (team) work • effectively formulate their ideas verbally • conclude small-scale research results

10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Orientation and introduction. The topics of international economics. World trade and the gravity model. • Labour productivity and comparative advantage. Specific factors and income distribution. • Resources and trade. The standard trade model. • External Economies of scale, firms in the global economy. • Instruments of trade policy, the political economy of trade policy. • Trade policy in developing countries. Controversies in trade policy. • National income accounting and the balance of payments. • Exchange rates and the foreign exchange market. • Money, interest rates and the exchange rates. • Price levels and the exchange rate in the long run. • Output and exchange rates in the short run. • Fixed exchange rates and foreign exchange intervention. • International monetary systems, optimum currency areas. • Financial globalization and developing countries.
11.	<p>Learning and teaching strategy:</p> <p>The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces behind international trade and the macroeconomic relationships in an open economy. Students are required to read the relevant parts of the textbook for sessions then each session starts with a short test. Then, a case study lights the practical relevance of the topic and the discussion focuses on the most important aspects. Students are encouraged to raise their questions which drive the sessions to those parts of the topic which is less clear for them. Group work at the end of the sessions drive students to apply their knowledge to real or imaginary situations of international trade policies.</p>
12.	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p>At the beginning of the classes, students are called to raise their questions. This time slot provides feedback on their home assignments, group works and also they have the chance to drive the discussion of the given topic into a direction which is most suitable for them (they prepare for the topics in advance).</p> <p>Students are encouraged to use office hours (held once a week) to gain feedback on their progress.</p>

Summative assessment scheme

Short quizzes are written at the beginning of classes, making sure that students read the respective materials in advance. These are multiple choice questions which test if students are aware of the basic concepts of the given topic and able to provide an intuitive interpretation of these concepts. (LOs 1, 2, 3, 4)

Group works are held at the end of every second-third session. The objective of these discussions is to drive students to apply their knowledge with respect to a specific case/problem derived from real life examples. (LOs 6, 7, 8)

Home assignments are designed to test students' understanding of the topics through model calculations. Using the models learnt in class they have to solve numerical examples and they also have to apply these models in a creative way to solve some real-case scenarios. (LOs 5)

Two term papers provide a comprehensive assessment of students' ability to interpret and use their knowledge. One is written mid-term and focuses on the first half of the topics (trade theory and trade policy), while the second is written at the end of the semester and focuses on the second half of the topics (international finance). Both term papers are made up of two parts. In the first part with multiple choice questions students are called to prove that they are aware of the main concepts of the material and are able to interpret the main messages of the models they have learnt. In the second part students are given questions which they have to answer by providing a short (5-10 sentences) comprehensive essay. These questions focus on how the students can apply the learnt concepts in some cases and also how they can match different aspects/parts of the learning material by providing a complex answer. (LOs 1, 2, 3, 4, 5, 7)

Resit opportunities

All assessment elements must be accomplished at least at 51% to pass the course. Short quizzes, group discussions and home assignments cannot be resit. Upon special and proven circumstances (illness, etc.) individual derogations may be applied (delayed deadline, extra work, etc.). Students must apply for these derogations until deadline of the given task at latest.

There are one resit opportunity for each term papers during the exam period.

Seen examination	
Unseen examination	Term paper 1: 30% Term paper 2: 30%
Coursework (no examination)	Short quizzes: 20% Group work + Home assignments: 20%

13.	Timetabled examination required	YES
14.	Length of exam	1 hour
15.	Learning materials	<p><u>Essential:</u> Krugman, P.R., Obstfeld, M., Melitz, M.J.: International Economics. Theory & Practice (<u>ninth</u> edition or later).</p> <p><u>Recommended:</u> Selected short essays on actual topics, news reflecting actual developments in international trade and finance</p>

1.	Module code:	B20TVB03E
2.	Title:	FOUNDATIONS OF DIGITAL MARKETING
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Edit Gyarmatiné Bányai, Dr.
6.	Accredited by:	
7.	Module restrictions:	
	Pre-requisite	
	Programme	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
8.	Aims:	<p>Students get an insight into the concept of digital marketing, its operation and tools; they get to know the basic concept of the creation of digital marketing campaigns. A further goal to make more effective of the marketing strategy of businesses by the combination of digital marketing solutions with the classical marketing tools. Students must be able to apply this in practice. The subject promotes the understanding of the relationship of electronic business (e-business) and marketing, points out the advantages and disadvantages of online media and online marketing tools, and the practicing of interactive marketing solutions.</p> <p>Students get an insight into the concept of digital marketing, its operation and tools; they get to know the basic concept of the creation of digital marketing campaigns. A further goal to make more effective of the marketing strategy of businesses by the combination of digital marketing solutions with the classical marketing tools. Students must be able to apply this in practice. The subject promotes the understanding of the relationship of electronic business (e-business) and marketing, points out the advantages and disadvantages of online media and online marketing tools, and the practicing of interactive marketing solutions.</p>

9.	<p>Learning outcomes:</p> <p>Students can find their way in the decision-making and the process of digital marketing, they able to recognise rapid market changes and adapt to them. They are able to analyse market situations, make up effective programmes and control their implementation, and write related reports and surveys. Students possess ICT skills necessary of the management of the issue.</p> <p>The subject enlarges the marketing and communication skills of students. Students know the basic forms of e-business, the mechanisms and organisations of digital marketing, Its operational principles and development trends; its role in the operation of a company; its tools and methodology.</p> <p>Students acquire critical analysing, organising and planning ability, they will realise decision-making situations and problems in marketing, and can solve them using the tools of online marketing and with a market-oriented view.</p>
10.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Introduction to the world of e-business and digital marketing. The impact of internet on marketing. The development of the web. Digital marketing trends. • Online consumers and characteristics of consumer behaviour • Online research • Foundations of online communication: effective website • Online advertisements (display, search, e-DM, listing, social) • Online advertisements (Google Adwords, mobile advertisements, YouTube etc) • E-mail marketing, blogs • Search marketing, search optimisation, PPC advertisements
	<ul style="list-style-type: none"> • Mobile marketing • Online media • Marketing basis of social media • Social media mix, its elements and users • Digital marketing – results and measurements
11.	<p>Learning and teaching strategy:</p> <p>Individual and group work in the topics to be analysed. Students missing a class can electronically send the seminar leader the solution of the tasks assigned until the time of the next seminar. Some tasks can be completed as homework.</p>

12.	<p>Assessment scheme:</p> <p>According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students have not completed the course.</p> <p>Individual and group work related to the topics featured above, and making home assignments in order to imbed the information heard during the lectures.</p> <p>Class work (70 %); 2 in-class tests (30%)</p> <p>The subject is a seminar subject and cannot be completed in the examination time. In examination time it is only missed in-class tests that can be made up for.</p>						
	<p>Formative assessment scheme</p>						
	<p>Summative Assessment Scheme</p>						
	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1" data-bbox="288 831 1460 1070"> <tr> <td data-bbox="288 831 683 902">Seen examination</td> <td data-bbox="683 831 1460 902">%</td> </tr> <tr> <td data-bbox="288 902 683 974">Unseen examination</td> <td data-bbox="683 902 1460 974">%</td> </tr> <tr> <td data-bbox="288 974 683 1070">Coursework (no examination)</td> <td data-bbox="683 974 1460 1070">%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						
13.	<p>Timetabled examination required</p>						
14.	<p>Length of exam</p>						
15.	<p>Learning materials</p>						
	<table border="1" data-bbox="288 1337 1460 1552"> <tr> <td data-bbox="288 1337 683 1552">Essential</td> <td data-bbox="683 1337 1460 1552">Ian Dodson (2016): The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns. Wiley. ISBN: 978-1-119-26570-2.</td> </tr> </table>	Essential	Ian Dodson (2016): The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns. Wiley. ISBN: 978-1-119-26570-2.				
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	Recommended	<p>Dave Chaffey, Fiona Ellis-Chadwick (2015): Digital Marketing . 6th Edition. Pearson ISBN10: 1292077646</p> <p>David Meerman Scott (2017): The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly. 6th Edition. Wiley. ISBN-10: 1119362415, ISBN-13: 978-1119362418</p>
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1.	Module code:	B20TVB04E
2.	Title:	TOURISM PRODUCT DEVELOPMENT
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	János Csapó, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>Students know the operational principles of the tourism sector. They know the domestic and international market of tourism, its actors and features. They know the different types of tourism businesses, and also the principles and management methods related to the operation of them and the control of their market activities. Students learn the basics of tourism product development. They get to know the principles and features of the operation of the tourism industry, the complexity of tourism products, the features of the related services and the features of the demand and supply side. A more detailed analysis is given of the main products types of the tourism of Hungary. They know the operation of the sub-sectors of tourism (accommodations, catering facilities, attractions, travel agencies etc.), their evaluation and decision-making criteria. They know the partial areas of the sector and the connection points. Students are able to process professional literature on their own.</p> <p>General knowledge of tourism is needed for the completion of the subject called development of tourism products. The subject gives an introduction to the product-oriented approach to tourism, and also the structure, categorisation and life cycles of tourism products. A detailed analysis is provided of all components of tourism products: attraction, elements of infra- and suprastructure of tourism. Students are given a comprehensive picture of tourism products, allowing them to interpret these products and understand the similarities of and differences among them.</p>

8.	<p>Learning outcomes:</p> <p>Having learnt the characteristic features of the tourism products types and the consumers expectations and motivations against them, students as skilled experts will be able to join the process of the development of tourism products, renewing in an innovative way the related services as well. They have a comprehensive view over the structures of the respective tourism products, and will be able to act as creative managers in the development of the attractions and also the creation of the auxiliary services. They are able to explore, systemise and analyse facts and correlations. On this ground they can make sovereign statements, make preparations for decision-making and make the necessary decisions.</p> <p>Students aim, with modern tourism skills and marketing attitude, at understanding and handling market problems. They can innovatively contribute to the renewal of the respective tourism product type and the provision and development of high level auxiliary services.</p>
9.	<p>Syllabus:</p> <p>Concept and structure of tourism product its special features, grouping of tourism products, theoretical foundations of tourism product development.</p> <p>Demand for tourism, the role of needs and motivations in demand. Trends and counter-trends in tourism demand and their role in product development.</p> <p>Features of cultural and heritage tourism, concept and history of cultural tourism. The market and demand of cultural tourism, elements of its infrastructure. Birth and concept of heritage tourism, model for the creation of a heritage product.</p> <p>Tourism product types and supply of MICE tourism. Demand for an impacts of MICE tourism. Trend sin MICE tourism, possible cooperations with other tourism products.</p> <p>Active tourism products, cycling tourism. Demand and trends of active tourism. International products groupings and the appearance of this product development in Hungary. Definition of cycling tourism, its historical preliminaries and birth. Demands and motivation of cycling tourism.</p> <p>Birth and definition of ecotourism. Demand for and development of the supply of ecotourism. Ecotourism qualification systems, environmental trademarks.</p> <p>Aspects of alliterative, responsible tourism and sustainable development in tourism product development. The impacts of climate change on tourism.</p> <p>Enological and gastronomical tourism. The foundations of enological and gastronomical tourism. Concepts of enological and gastronomical tourism, foundations of enological tourism: wine producing areas and wine routes in Hungary. Demand side of enological and gastronomical tourism, its connectionsto other tourism products. Trends in enological and gastronomical tourism.</p> <p>Concept, historical preliminaries and birth of rural tourism. Strengths and weaknesses or rural and agro-tourism. Demand and supply of rural tourism, therole of human resources in the operation of rural tourism.</p> <p>Concept and historical background of health tourism. The infra- and suprastructure of health tourism, its demand and supply. Trend of health tourism and its connections to other tourism products.</p> <p>Trend affecting tourism demand and new tourism products.</p>

	<p>The appreciation of the environment and health consciousness of consumers.</p> <p>Features of the LOHAS group and slow tourism.</p> <p>Process of tourism product development, tasks of tourism destination management organisations in product development – „innovation – distinctiveness – authenticity”.</p>						
10.	<p>Learning and teaching strategy:</p> <p>Individual and group work in the topics to be analysed. Students missing a class can electronically send the seminar leader the solution of the tasks assigned until the time of the next seminar. Some tasks can be completed as homework.</p>						
11.	<p>Assessment scheme:</p> <p>According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course.</p>						
	<p>Students must actively participate in the classes to be allowed to make the examination. The grade of the second in-class test must be at least fair. Achievement in seminars is evaluated by the seminar leader. One occasion during term-time is provided for each student to make up for a missed assignment or for corrections.</p> <p>Calculation of the final grade: active participation in seminars – 25%, mid-term test –15%.</p>						
	<p>Formative assessment scheme</p>						
	<p>Summative Assessment Scheme</p>						
	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						
12.	<p>Timetabled examination required</p>						
13.	<p>Length of exam</p>						

Year 3

Core Modules (A1/A2/B1)

Code	B19A12E	Credit	7
Term:	Fall	Level:	6
Module Title:	INTERNATIONAL BUSINESS COMMUNICATION		
Accredited by:	MUBS		
Programme restrictions:	BSc in Business Administration and Management; BSc in Tourism and Catering		
Module Leader:	EDIT GYARMATINÉ BÁNYAI, DR.	Office Hours:	
Rationale Including Aims:	<p>Aims: Module aims:</p> <ul style="list-style-type: none"> • to improve knowledge about the nature of intercultural (business) communication • to raise the awareness of the importance of understanding and managing cultural differences in contemporary global business environment. Mastering intercultural communication is important for many managerial tasks and business situations, including: negotiating, socializing, giving presentations, advertising, applying for a job, managing and working in multicultural teams etc. • to develop skills in business communication, to help students in identifying pitfalls in cross-cultural communication, avoiding misunderstandings and conflicts • to give special insight into good communication strategies relevant for international business. Students will develop practical oral and written skills in business to business and business to customer communication 		
Learning Outcomes:	<ul style="list-style-type: none"> • On completion of this module, the successful student will be able to: • explain the importance of and classify the main elements of cross-cultural business communication, international negotiations and business ethics • apply general principles for professional business communication, and develop an understanding of how contextual factors such as national culture, values, attitudes and organizational culture influence communication and decisions in an organization • explain why in certain situations people from other cultures behave in a different way, how culture impacts communication, and how intercultural communication works 		

	<ul style="list-style-type: none"> • demonstrate high level of verbal, nonverbal and written communications skills • make appropriate preparations for managing intercultural business situations, especially business negotiations with counterparts from other cultures • communications skills, both speaking and writing, and the skills of writing essays and of presentation • create effective messages, write business letters and emails, communicate with partners and customers through social media, prepare and conduct meetings, communicate in teams, in telephone conversations and face-to-face, give oral presentations, write business reports, apply for positions, prepare and follow up interviews, prepare and conduct international negotiations
<p>Syllabus:</p>	<ul style="list-style-type: none"> • General “dos” and don’ts” in international business • Contrasting Cultural Values • Cultural Shock • Oral Communication Patterns • Nonverbal Communication Patterns • Written Communication Patterns • Fundamental Skills for the Mobile-Digital-Social Workplace • Global Etiquette • Business and Social Customs • Intercultural Negotiation Process • Intercultural Negotiation Components • Laws Affecting International Business • General “dos” and don’ts” in international business
<p>Learning and teaching strategy:</p>	<p>The teaching methods include lectures, cases, training exercises and written and oral assignments (including both individual and group assignments). It puts emphases on teamwork, on student presentations and interactive discussions.</p>
<p>Summative assessment scheme</p>	<p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <ul style="list-style-type: none"> -1 Final Examination 35 % (Los 1 – 5) (There is one resit opportunity) -Written Assessment (e.g. letters, reports): 15 % (Los 6, 7) -Course Work, Class Participation 50%, (Los 4-7) quizzes (10 %) group work (25 %) class room activity (15 %) <p>Students must pass all of these elements to be deemed to have passed the module. They have to achieve a minimum of 51% of each element to pass it.</p>

Seen examination	0 %
Unseen examination	35%
Coursework (no examination)	65%
Timetabled examination required	YES
Length of exam	1 hour
Learning materials	<p>Lillian Chaney, Jeanette Martin (2014): Intercultural Business Communication, 6th Edition, Pearson, ISBN: 9780132971270, 0132971275</p> <p>Maude, B. (2011): Managing Cross-Cultural Communication. Palgrave Macmillan,</p> <p>Gesteland, R.(2012): Cross-cultural Business Behaviour. Copenhagen Business School Press, Universitetsforlaget,</p> <p>Bovée, Dourtland Thill (2013): Business Communication Essentials. A skills-based approach to vital business English. 6. ed. New Jersey: Pearson. ISBN: 9781292023366</p> <p>Bovee, Thill (2019): Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, 8th Edition, Peason, ISBN-13: 9780134729572</p>

Code	B19B03E	Credit	7
Term:	Fall	Level:	6
ModuleTitle:	INTERNATIONAL BUSINESS		
Accredited by:	MUBS		
Programme Restrictions:	BSc in Business Administration and Management		
Module Leader:	VIKTÓRIA GERDESICS DR. / JÁNOS CSAPÓ DR.	Office Hours:	
Aims.	<p>Aims</p> <p>This module has been designed for undergraduate students. The module introduces students to the important area of international business. The factors influencing the firm's decision as to the degree of internationalisation and the methods adopted are considered, as is the theoretical and institutional framework within which international business must operate.</p> <p>External challenges to the international firm are examined, such as those in the economic, political, cultural, ethical and legal fields or concerning ethics, responsible and sustainable work in international business and in intercultural business communication. Possible internal responses, solutions to these challenges are considered, including strategic, human relations, marketing, accounting, and logistical responses. The importance of multi-disciplinary perspective for purposes of analysis will be adopted throughout, as will the use of up-to-date case study and applied materials. Students should gain an appreciation for the complexity of the international environment facing businesses in the 21st century. Business principles learned in other modules are applied here, but from an international perspective.</p> <p>This module aims to:</p> <p>Define the academic framework within which international business has developed, and distinguish between this type of business and globalisation.</p> <p>Provide analytical tools for systematically dissecting the various motivations behind international business development.</p> <p>Emphasise the various ways in which companies seek to gain competitive advantage at the international level.</p> <p>Apply current research innovations to interpretations of international business strategies.</p>		
Learning Outcomes:	<ul style="list-style-type: none"> • On completion of this module, the successful student will be able to: • explain the key theoretical concepts in international business and, in particular, the distinctive characteristics of managerial processes within the international business environment; 		

	<ul style="list-style-type: none"> • analyse how companies enter foreign markets and how they manage foreign operations in volatile environments; • Assess issues in international trade, including the role of trading blocs such as the EU, and their effect on company strategy; • assess the impact of cultural differences and cross-cultural communication on global marketing and research and identify appropriate opportunities in given situations. • evaluate foreign investment decisions of international businesses in terms of aims, structure and options; • work in teams to apply theory to practical problems
Syllabus:	<ul style="list-style-type: none"> • Introduction – Globalisation • Cross-cultural business • Political economy and ethics • Economic development of nations • International trade theory, Political economy of trade • Foreign direct investment • Regional economic integration • International strategy and organization • Analysing international opportunities • Selecting and managing entry modes • Developing and marketing products • Managing international operations • Hiring and managing people.
Teaching and Learning Strategies:	<p>The module will be delivered through a continuous combination of lecture and seminar-type work. The latter, as coursework, will comprise a combination of tasks, discussions and quick studies in the international business issues, developing example projects and discussing case study analysis for group work. The emphasis will be on assisting students to ‘make sense’ of the world of international business. Thus extensive use will be made of contemporary examples in order to ground student learning through the identification of topical and recognisable cases from practice. Consultative sessions prior to and following delivery of the group assessment will also feature the teaching programme.</p>
Assessment Scheme:	<p>Formative assessment scheme</p> <p>Continuous feedback on class work (during the work and after assessment as well), supporting the student to understand the method of applying theory in practice, and getting to know the problematic areas of knowledge. Interactive classes immediately provide the opportunity to help understanding of the lecture but questions or need of clarifying some topics are free any time in the classroom or in the office hours of the lecturers.</p>

	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes Coursework (40%)</p> <p>Each student should participate in different kinds of coursework. During the meetings several tasks will be published by the tutor connected to the given week's learning material and the students will be involved in group discussions, and/or asked to submit a written material as a result (essay or draft). The coursework aims to help the practical application of the theoretical knowledge. In case the student misses the class, there is an opportunity to resit the given task by writing it individually and submitting it until the next week's class.</p> <p>Final Examination (60%)</p> <p>Final exam will consist of true-false, multiple choice and short answer questions covering the learning materials. It can be resat during the exam period.</p>
Seen examination	60 % (LOs 1-4)
Unseen examination	
Coursework (no examination)	40 % (LOs 5-7)
Timetabled examination required	YES
Length of exam	1 hour 15 minutes
Learning Materials:	<p>Wild, J.J., Wild, K.L. (2016): International Business: The Challenges of Globalization Pearson Education</p> <p>Rugman, Alan M. and Simon Collinson (2012), International Business 6/e, Harlow: Pearson</p> <p>Useful websites: www.worldbank.org, www.imf.org, www.wto.org, www.intracen.org, www.unctad.org, europa.eu, www.economist.com, www.ft.com, www.wsj.com, www.bbc.com, www.cnn.com, www.bbj.com</p>

Code	B19A13E	Credit	7
Term:	Fall	Level:	6
Module Title:	BUSINESS CASE STUDIES		
Accredited by:	MUBS		
Programme restrictions:	BSc in Business Administration and Management; BSc in Tourism and Catering		
Module Leader:	MÁRTA SOMOGYVÁRI, DR.	Office Hours:	
Telephone:		E-mail:	
Short Description:	<p>Aims:</p> <p>This module aims to examine decision alternatives in a strategically important business situation. The course is based on business cases where students have the possibility to explore real business situations, assess the impact of politics and society on critical managerial decisions and elaborate alternative decisions, then estimate the risks and enforceability of these decisions from the company point of view. This course aims to provide a nuanced understanding of strategy and management decisions in a business context.</p> <p>This module also assists students in developing professional and entrepreneurial skills such as</p> <p>creativity, analysis of ill-structured problems, logical reasoning, problem-solving teamwork.</p>		
Learning Outcomes:	<p>On completion of this module, the successful student will be able to:</p> <p>Critically interrogate and assess the external factors influencing the company</p> <p>Identify the main internal drivers of a business decision</p> <p>Link the real facets of a situation to a business model and to a type of strategy.</p> <p>Explore a new business environment</p> <p>Assess possible future outcomes and risks</p> <p>Elaborate alternative business solutions to a given problem.</p>		
Syllabus:	<p>The Case Study method</p> <p>Foundations of Strategic Analysis:</p> <p>External Factors</p> <p>Industry Analysis</p> <p>Internal Analysis</p> <p>Strategic Audit</p> <p>Establishing Valuable Competitive Positions</p> <p>Merger and acquisition.</p>		

	<p>Rivalry</p> <p>Evaluating Corporate Ethics.</p> <p>Decisions and climate change</p> <p>Blue Ocean strategies.</p> <p>Innovative business models in the circular economy.</p>
<p>Teaching and Learning Strategies:</p>	<p>Class room sessions: The class room sessions focus on establishing a common theoretical framework of strategic management to explore and interpret business cases. This information serves as a basis for understanding the highly competitive conditions under which contemporary businesses operate. Active and voluntary participation in class discussions is required. The course requires students to be prepared properly for every class, i.e. doing all the required reading and research, to address the readings critically during class, thus displaying a good understanding of the subject matter, to analyse and solve ill-structured problems.</p> <p>Final theme presentation (coursework as groupwork):</p> <p>The students have to analyse the strategic posture of a real business company on the basis of an interview with the strategic CEO of a company. This is a written work of max. 15 pages that focuses on a critical situation of a company. In the last class every group gives a presentation about their findings.</p>
<p>Assessment Scheme:</p>	<p>Formative assessment scheme</p> <p>Short test about the takeaways of the last case at the beginning of every class (LO 3,5,6) Review of the draft plan of the final theme (LO 2,3,4,5,6)</p> <p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <p>1. Midterm exam in the middle of the semester (15%)</p> <p>Students will have to demonstrate their knowledge and skills related to assessment methods in connection with strategy and solving a case study. Los 1,2,3,</p> <p>2. Final theme (coursework, 35%)</p> <p>Students have to demonstrate that they are able to analyse a real business situation and defend their findings in the class. Los 1,2,3,4,5,6,</p> <p>3. Final exam at the end of the semester (50%)</p> <p>Students have to solve a case in order to demonstrate the knowledge of basic strategic theory, their skills to analyse the future societal and business environment, estimate the risks, elaborate decision alternatives and choose the best decision in a critical business situation. Los 3,4,5,6</p> <p>Only the final exam can be resat in case of failure or other extenuating circumstance.</p>

	<p>Seen examination 15 % (LO 1,2,3)</p> <p>Unseen examination 50 % (LO 3,4,5,6)</p> <p>Coursework (no examination) 35 % (LO 1,2,3,4,5,6)</p>
Timetabled examination required	YES
Length of exam	1.5 hours
Core Learning Materials:	Hirschey, M. (2009), <i>Managerial Economics</i> . 12th ed. Mason: South Western.
Learning Material:	<p>Essential</p> <p>Fred R. David, Francis Forest R. David: <i>Strategic Management: A Competitive Advantage Approach, Concepts and Cases, Global Edition, 16/E</i>. 2017 Pearson</p> <p>W. Chan Kim, Rénee Mauborgne: <i>Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant</i> HBSP.2015 Recommended</p> <p>Kaplan- Norton: <i>Having Trouble with Strategy? Then Map it! In: Putting the Balanced Scorecard to Work</i> pp. 49-60</p> <p>Michael A. Hitt (Author), R. Duane Ireland (Author), Robert E. Hoskisson: <i>Strategic Management: Concepts: Competitiveness and Globalization 11th Edition</i>. ISBN-13: 978- 1285425184</p> <p>W. L. Hill, Melissa A. Schilling, Gareth R. Jones. 2017, <i>Strategic Management: Theory & Cases: An Integrated Approach 12th Edition</i>, ISBN-13: 978-1305502277</p> <p>Journals:</p> <p>Harvard Business Review</p> <p>MIT Sloan Management Review</p> <p>Journal of Business Cases and Applications</p>

1.	Module code:	B20TVB06E
2.	Title:	TOURISM ENTERPRISES
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	Petra Rácz-Putzer, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>Students get to know the forms and tasks of tourism businesses. In addition to theory they also get practical skills about the legal regulation of businesses, and the tasks related to their foundation and operation. Students get to know the typical activities of tourism businesses and will be able to carry out daily tasks.</p> <p>They get to know the special features of the service providers and attraction operators relevant for the tourism industry, and the related organisational tasks.</p> <p>The aim of the subject is to teach the students the forms and tasks of tourism enterprises and businesses. In addition to theory they also get practical skills about the legal regulation of businesses, and the tasks related to their foundation and operation. Students get to know the typical activities of tourism businesses and will be able to carry out daily tasks.</p> <p>They get to know the special features of the service providers and attraction operators relevant for the tourism industry, and the related organisational tasks.</p>
8.	Learning outcomes:	<p>Students completing the course will be able to analyse and assess of the different fields of marketing with the help of indices, to make different calculations, and the basis of this to make up information tables for the management and the preparation of further decisions.</p> <p>Students with their analyses will be able to support the foundation and preparation of a market-oriented marketing strategy, and can participate in the measurement of its effectiveness.</p>
		Students acquire (marketing) calculations and interpretation skills related to the four basic Ps of marketing. They learn how to connect the marketing skills acquired and how to measure their effectiveness with the use of indices.

9.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Introduction: groups and system of marketing indices • Major indices of the market position of a business • Profitability indices • Assessment of customers • Main indices of product management • Portfolio management • Indices of pricing • Indices of channel management • Indices of sales management • Promotion indices I. • Promotion indices II. • Other indices • Complex case study
10.	<p>Learning and teaching strategy:</p> <p>Completion of tasks and case studies connected to the theory, application and interpretation of the indices learnt by concrete company examples, and writing short individual analyses.</p>
11.	<p>Assessment scheme:</p> <p>According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course.</p> <p>In the seminars of the course problems related to the issue discussed are solved in individual and groups work, realised in minor tasks and case studies related to the topics of the lectures.</p> <p>During teamwork team of up to 4 persons make the full, complex analysis of a company chosen using the indices learnt, and they will also evaluate the indices gained and analyse the situation of the company.</p> <p>Seminars can only be completed by active participation in the classes.</p> <p>In the seminar classes individual and groups work is done for 20% of the final grade. Analysis task done in teamwork makes 30% of the final grade.</p> <p>In term-time two in-class tests are written for 20% of the final grade.</p> <p>For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p>
	<p>Formative assessment scheme</p>
	<p>Summative Assessment Scheme</p>

	Summative assessment scheme	
	Indicate tasks and weightings and which tasks assess which learning outcomes	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	%
12.	Timetabled examination required	
13.	Length of exam	
14.	Learning materials	
	Essential	Paul W. Farris, Neil T. Bendle, Phillip E. Pfeifer, David J. Reibstein (2010): Marketing Metrics: The Definitive Guide to Measuring Marketing Performance (2nd Edition) , Pearson Education, ISBN-10: 0-13-705829-2
	Recommended	Paul W. Farris, Neil T. Bendle, Phillip E. Pfeifer, David J. Reibstein (2006) Marketing Metrics: 50+ Metrics Every Executive Should Master, WhartonSchool Publishing-Pearson Education, ISBN-10: 0131873709 James D. Lenskold (2003): Marketing ROI: The Path to Campaign, Customer, and Corporate Profitability, American Marketing Association, ISBN-10: 0071413634

1.	Module code:	B20TVB05E
2.	Title:	MARKETING CALCULATIONS
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	Petra Rácz-Putzer, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>The measurement of the respective fields related to the four Ps is a very important task, as they are the basis for the evaluation of the success of a certain activity.</p> <p>Accordingly, it is a must that students are able to quantify the result of an activity and make an ex-ante assessment of their expected efficiency. For this purpose the course introduces students to the major indices related to the respective areas, their usability and interpretation. The aim of the course is to allow students to calculate and comprehend indices from the data available and on the basis of this make basis calculations and make recommendations.</p> <p>The measurement of the respective fields related to the four Ps is a very important task, as they are the basis for the evaluation of the success of a certain activity.</p> <p>Accordingly, it is a must that students are able to quantify the result of an activity and make an ex-ante assessment of their expected efficiency. For this purpose the course introduces students to the major indices related to the respective areas, their usability and interpretation. The aim of the course is to allow students to calculate and comprehend indices from the data available and on the basis of this make basis calculations and make recommendations.</p>
8.	Learning outcomes:	<p>Students completing the course will be able to analyse and assess of the different fields of marketing with the help of indices, to make different calculations, and the basis of this to make up information tables for the management and the preparation of further decisions.</p>
		<p>Students with their analyses will be able to support the foundation and preparation of a market-oriented marketing strategy, and can participate in the measurement of its effectiveness.</p> <p>Students acquire (marketing) calculations and interpretation skills related to the four basic Ps of marketing. They learn how to connect the marketing skills acquired and how to</p>

	measure their effectiveness with the use of indices.
9.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Introduction: groups and system of marketing indices • Major indices of the market position of a business • Profitability indices • Assessment of customers • Main indices of product management • Portfolio management • Indices of pricing • Indices of channel management • Indices of sales management • Promotion indices I. • Promotion indices II. • Other indices • Complex case study
10.	<p>Learning and teaching strategy:</p> <p>Completion of tasks and case studies connected to the theory, application and interpretation of the indices learnt by concrete company examples, and writing short individual analyses.</p>
11.	<p>Assessment scheme:</p> <p>According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course.</p> <p>In the seminars of the course problems related to the issue discussed are solved in individual and groups work, realised in minor tasks and case studies related to the topics of the lectures.</p> <p>During teamwork team of up to 4 persons make the full, complex analysis of a company chosen using the indices learnt, and they will also evaluate the indices gained and analyse the situation of the company.</p> <p>Seminars can only be completed by active participation in the classes.</p> <p>In the seminar classes individual and groups work is done for 20% of the final grade. Analysis task done in teamwork makes 30% of the final grade.</p> <p>In term-time two in-class tests are written for 20% of the final grade.</p> <p>For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p>
	Formative assessment scheme

1.	Module code:	B20TVB07E
2.	Title:	CASE STUDIES IN TOURISM MARKETING
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Zoltán Raffay, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>To let students know how tourism marketing is working in the practice. Students will be introduced to case studies of tourism businesses. Basic marketing skills are needed, the knowledge of the concepts and tools of marketing.</p> <p>The aim of the course is to introduce students with appropriate case studies in tourism in order to better understand the practical role of tourism marketing in the processes of tourism.</p>
8.	Learning outcomes:	<p>Through the presented case studies students will find experiences and draw conclusions from them. They will be able to make recommendations for the creation of a suitable marketing strategy.</p> <p>Creative and independent thinking, problem solving. Students are able to clearly communicate their conclusions and the knowledge and reasoning behind them, both to professional and non-professional audience.</p>
9.	Syllabus:	<ul style="list-style-type: none"> • The role of marketing in tourism • The environment of tourism marketing

	<ul style="list-style-type: none"> • Consumer behaviour in tourism • Market segmentation in tourism • Market research and forecasts • Planning in tourism marketing • Development of tourism products • Distribution channels in tourism • Pricing in tourism • Marketing communication mix • Advertisements and public relations • Partnerships in tourism • Destination marketing 						
10.	<p>Learning and teaching strategy:</p> <p>In the seminar classes individual and groups work is done, realised in minor tasks and case studies related to the topics of the lectures. Demonstration and analysis of case studies; making own case studies of a chosen tourism enterprise.</p>						
11.	<p>Assessment scheme:</p> <p>There will be one written test, with one possibility for correction. Evaluation categories: excellent: above 85%, good: 75.1-85.0%, average: 65.1-75.0%, fair: 50.1-65.0%</p>						
	<p>Formative assessment scheme</p>						
	<p>Summative Assessment Scheme</p>						
	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						
12.	<p>Timetabled examination required</p>						
13.	<p>Length of exam</p>						

14.	<p>Learning materials</p> <p>Essential Recommended</p>	<p>Morrison, Alastair M. (2013): Marketing and Managing Tourism Destinations. Routledge, ISBN: 978-0- 415-67250-4</p> <p>Ray, N, Kumar, D. D., Kumar, R. (2017) Tourism Marketing: A Strategic Approach. Apple Academic Press, ISBN 9781771884709 - CAT#N11774</p> <p>Rickerby, S. (2008): Travel and Tourism Case Studies. Travel and Tourism Publishing Limited, ISBN 10: 0955019060</p>
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1.	Module code:	B20TVB08E
2.	Title:	TOUR OPERATION AND EVENT ORGANISATION
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Beatrix Lányi, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>The aim of the subject is to let students know the following:</p> <p>Concept of tour organisations, tour operators and travel agencies in tourism. Process of tour organisations, organisations of inbound and outbound tours. Preparatory phase: assessment of the demand, programme planning. Making of pre-calculations. Types of contracts to be made with service providers, methods of payment. Sales, the role and creation of catalogues. What is to be done prior to departure (administration, travel documents), implementation of the tour, keeping in touch with tour guides and local guides. Last minute and joker tours. Settling of the bills: post-calculation and evaluation. Sales of transport tickets (flight tickets, railway tickets). Mediation of accommodations and money exchange. Role and forms of travel insurances. Types and special features of tourism events. Tasks in organisation of programmes.</p> <p>Students get to know the tasks of tour organising companies, the process of the compilation and organisation of travel programmes. In addition to theory they also get practical skills in the organisation of the tasks related to the organisation of outbound and inbound tours. Students get to know the operation of a travel agency, become able to carry out the daily routine tasks of travel agencies.</p> <p>They also get to know the features of events relevant for tourism and the related organisational tasks.</p>

8.	<p>Learning outcomes:</p> <p>Students get to know the system of travel agencies available for tourists, the main types of tourism and catering events, and their features. They become capable of the organisation of events. Students get basic information on the operation of travel agencies, they learn the principles and characteristics of the intermediary sector in tourism, the complex character of travel agency products, the features of the related services, and the typical features of the demand and supply side. Students know the operational principles of the tourism sector. They know the domestic and international market of tourism, its actors and features. They know the different types of tourism businesses, and also the principles and management methods related to the operation of them and the control of their market activities. They know the operation of the sub- sectors and activities of tourism (accommodations, catering facilities, attractions, travel agencies etc.), their evaluation and decision-making criteria.</p> <p>Students with their state-of-the-art tourism skills and marketing view will try to understand market demands and reacting to that create adequate supply for travel agencies. They will be able to innovatively contribute to the creation of tourism packages, the organisation and implementation of touristic events.</p>
11.	<p>Syllabus:</p> <p>History of travel agencies, market positions of travel agencies in Hungary and in the international scene.</p> <p>Personal skills necessary for effective travel agency work, positions in the travel agencies.</p> <p>Legal regulation of the travel agency sector. Travel agencies and tour operators</p> <p>Process of the organisation of travel.</p> <p>Making up a travel package, preliminary and post-calculations.</p> <p>Activities of the travel agencies. Features of the organisation of outbound and inbound tours.</p>
	<p>Mid-term test</p> <p>Traditional and modern marketing tools in travel agencies.</p> <p>Online accommodation sales systems.</p> <p>Sales of tickets (flight tickets and rail tickets). Mediation of accommodations and money exchange. Role and forms of travel insurances</p> <p>Grouping of events/programmes relevant for tourism, their characteristic features, features of the demand and supply.</p> <p>The process of the organisation of events from the idea to implementation.</p> <p>Operative organisations tasks in the management of tourism events, pre- and post-calculations.</p>
10.	<p>Learning and teaching strategy:</p> <p>Individual and group work in the topics to be analysed. Students missing a class can electronically send the seminar leader the solution of the tasks assigned until the time of the next seminar. Some tasks can be completed as homework.</p>

1.	Module code:	B20TVB09E
2.	Title:	HOSPITALITY AND CULTURAL BEHAVIOR
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Valéria Pavluska, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>The aim of the subject is to let students know the basic concepts and the system of the geography of tourism. Students must be able to recognise the role of geographical factors in tourism and must be aware of the analysis methods of regional tourism geography. They should also be able to analyse trends and processes in international and domestic tourism.</p> <p>The subject is designed to introduce students to the characteristic and work processes of catering activities, and behaviour culture related to the field of hospitality and catering.</p>
8.	Learning outcomes:	<ul style="list-style-type: none"> • students are able to organise a catering project, to manage and control a smaller economic business; • they are able to explore, systematise and analyse basic correlations, to draw conclusions and make decision-making recommendations on their own • they are able to creatively work out and initiate new practical solutions • students know the operational principles of the tourism sector and the related industries, with special regard to catering industry, know the market actors thereof, its characteristic features and connections to other tourism activities; • know the different types of catering facilities, and also the principles and management methods related to the operation of them and the control of their market activities; • know the operation of the catering facilities, their evaluations and decision-making criteria, the details of the catering activities and the connection points to other activities.

9.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Introduction to catering • Material and personnel conditions of catering • Staff etiquette and behaviour in general • Staff etiquette and behaviour during communication with guests and colleagues • Good and clean look – adequate clothing, personal hygiene and cosmetics • Types of catering events – reception, party, events with seating charts, othersocial events (wine tasting, visitations) • Foundations of catering – ingredients of meals and beverages • Foundations of catering – men, meals and beverages • In the restaurant – types and parts of restaurants • Foundations of servicing – laying the table • Reception and greeting of guests, addresses, salutation, order, seating chart • Servicing of guest at the table. The process of servicing • Catering outside restaurants. 						
10.	<p>Learning and teaching strategy:</p> <p>In the seminars, problems related to the issue discussed are solved in individual andgroups work. Some tasks can be completed as homework.</p>						
11.	<p>Assessment scheme:</p> <p>According to the Code of Studies and Exams, students are obliged ot participate in the seminars. If they miss more than 30% of classes, students are not allowed to sit for anexam and have to repeat the full course.</p> <p>A condition for the completion of the course is at least 50.1% result in the following elements: active participation in classes (20%), a study made in teamwork (40%), andtwo in-calls tests (20% each). Missed in-class test can be made up for once, at the endof the semester.</p>						
	<p>Formative assessment scheme</p>						
	<p>Summative Assessment Scheme</p>						
	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1" data-bbox="296 1753 1430 1989"> <tr> <td data-bbox="296 1753 683 1821">Seen examination</td> <td data-bbox="683 1753 1430 1821">%</td> </tr> <tr> <td data-bbox="296 1821 683 1888">Unseen examination</td> <td data-bbox="683 1821 1430 1888">%</td> </tr> <tr> <td data-bbox="296 1888 683 1989">Coursework (no examination)</td> <td data-bbox="683 1888 1430 1989">%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						

12.	Timetabled examination required	
13.	Length of exam	
14.	Learning materials Essential Recommended	<p>Kotschevar, Lendal Henry (2006): Presenting Service: The Ultimate Guide for the Foodservice Professional. John Wiley.</p> <p>Meyer, Danny (2009): Setting the Table: The Transforming Power of Hospitality in Business. Harper Collins Publ.</p> <p>National Restaurant Association (2011): ManageFirst: Hospitality and Restaurant Management with Answer Sheet . Prentice Hall/Pearson</p> <p>National Restaurant Association (2012): Foundations of Restaurant Management & Culinary Arts: Level Two. Prentice Hall</p> <p>Walker, John R. (2016): Introduction to Hospitality. Prentice Hall</p> <p>Walker, John R. (2016): Introduction to Hospitality. Pearson Etiquette Scholar.</p> <p>https://www.etiquettescholar.com/index.html</p>

1.	Module code:	B20TVB10E
2.	Title:	LODGING AND HOTEL MANAGEMENT
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Zoltán Raffay, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>The goal is to give our students complex skills and attitudes that after some practice will allow them to manage a hotel business. Students must know and learn the management skills that are necessary for making all kinds of management decisions, at different levels of the management of a hotel. Students must be able to make the economic management plan of a hotel and write the monthly reports. Students must learn the organisational and executive tasks within a hotel, and also the organisational units, formal and informal relationship systems. They should be able to creatively apply in their management decisions the basics of what they learned in other subjects.</p> <p>Another goal is the creation and shaping of the management efficiency view of students.</p> <p>The goal is to give our students complex skills and attitudes that after some practice will allow them to manage a hotel business. Students must know and learn the management skills that are necessary for making all kinds of management decisions, at different levels of the management of a hotel. Students must be able to make the economic management plan of a hotel and write the monthly reports. Students must learn the organisational and executive tasks within a hotel, and also the organisational units, formal and informal relationship systems. They should be able to creatively apply in their management decisions the basics of what they learned in other subjects.</p> <p>Another goal is the creation and shaping of the management efficiency view of students.</p>

8.	<p>Learning outcomes:</p> <p>Students get basic knowledge on the most decisive part of tourism services: hotels. They get to know the management of hotels, the characteristic features of their operation and the theoretical and practical skills needed for hotel management activity. With their comprehensive hotel management skills students understand the operation of hotels, will be able to effectively join the operation of the working organisation, the definition and control of tasks. They will play active and initiative role in making and implementation of plans made for sales and operation. Students with their state-of-the-art tourism skills and marketing view will try to understand and manage market problems. They will be able, after a short practice period, to lead hotels on their own.</p>
9.	<p>Syllabus:</p> <p>Hotel management and environment. Management of a hotel business. Economic environment of a hotel business. External and internal elements of the environment, with special regard to the elements of the economic environment. Expected development directions of the economic environment. Interest representations of hotels. Position, role and economic relations of hotels in the process of tourism. Outer and inner information. Management Information System /MIS/</p> <p>Function of the hotel activity according to economic, labour and business management aspects. Definition of the goals of hotel management. Hotel works and management.</p> <p>Fields of the hotel resources and management. Characteristics of the resources in a hotel. Process and fields of management. Assets and property management of a hotel. Protection of property. Leadership tasks.</p>

Personnel requirements of hotel activities, the significance of labour as a resource in the hotel industry. Main fields of staff management. Cost management of live labour. Productivity.

Costs in a hotel, cost management. Grouping of costs by controlling aspects both in catering and hotels. Fields of cost management. Calculation of process costs level in the hotel industry.

Room rates in the hotels. Theoretical and practical aspects of pricing. Price policy in a hotel. Application and differentiation of prices in a hotel. Basic indices of price management.

Profitability in hotels. Hotel profit and loss accounts, their structure, different levels of achievements. Profit and loss accounts of large hotels. Uniform System of Accounts for Hotels. Profitability data and indices.

Management of room sales activity. Report of the achievements of room sales. Room sales and pricing, Yield Management. Content and analysis of room price revenue. Management and organisation of room sales unit, its leadership information system and indices of analysis.

Management of catering activity. Catering profit and loss accounts. Catering sales and pricing, cost-accounting. Content and analysis of catering revenue. Management and organisation of catering unit, its leadership information system and indices of analysis.

Role of other hotel services in the management of a hotel, their pricing system, cost accountings, accountability. Management and organisation of operational units, indices of analysis (wellness, medical services, laundry).

Events in a hotel. Content and revenues of programmes, its special demands for assets. Direct costs. Management and organisation of a unit, analysis possibilities. Outsourcing activities in hotel management.

Monthly liquidity of hotels, provision of cash flow. Fields of cash management. Financial revenues and expenses of hotels. Demonstration of the changes in the financial situation. Capital demand and financing of hotels.

Hotel investment and reconstruction. Concept of hotel development. Investment – reconstruction – maintenance. Feasibility study. Pay-off calculations.

Seminars:

Research areas and opportunities. Professional periodicals. Hungarian and international publications. Analysis of the environment of hotels. Analysis of a given period of the Hungarian and international hotel market on the basis of statistical data. Development of the management organisation of hotels in Hungary.

Analysis of a given period of the Hungarian and international hotel market on the basis of statistical data. (Trend Report)

Planning and analysis of the material assets of a hotel and catering business. Survey of the tools of hotel and catering businesses.

Planning of staff for a hotel business. Positions, tasks in the respective positions, staff standards. Remuneration systems. Demonstration of incentives of staff by concrete examples. Possibilities for enhancing productivity.

Pricing in hotels. Analysis of the content of gross room rates in hotels of different star categories through empirical data collection. Average rate, REVPAR, TREVPAR calculation by concrete examples. Analysis of sales channels in hotels. Special tools in the sales of hotel rooms.

	<p>Cost efficiency, cost analysis. Analysis of direct costs per rooms sold and rooms available by the example of a concrete hotel. Analysis of the cost structure, indirect, direct and fixed costs. Analysis of the changes in the cost level.</p> <p>Case study for the analysis of the hotel revenues. Calculation of gross operational results /GOP, GOP%, GOPPAR/ at different hotels by concrete examples. Analysis of net operational results. Result levels, comparative analyses /type, category, size/.</p> <p>Definition of the results of room sales, direct costs of marketing and sales. Analysis of the results of room sales. Problems solving recommendations.</p> <p>Differences of the indices of the results of catering activity and hotel result profit and loss accounts. Differences of the indices. Evaluation of different result levels by concrete examples.</p> <p>Comparative analysis of other activities /medical, wellness/ from profitability aspects, using hotel revenues reports. Special clientele, sales channels, special management tasks.</p> <p>Analysis of the cost level and structure of the general activities, their impacts on results / by examples analysed /! Evaluation of fixed costs.</p> <p>Assessment of hotel cash flow statements /in a monthly and quarterly breakdown /.</p> <p>Making of a Cash Flow plan, using data from hotels.</p> <p>Making a feasibility study for a hotel of a certain type and category, with a certain number of rooms. The investment process of a hotel.</p>
10.	<p>Learning and teaching strategy:</p> <p>Students get basic knowledge on the most decisive part of tourism services: hotels. They get to know the management of hotels, the characteristic features of their operation and the theoretical and practical skills needed for hotel management activity. With their comprehensive hotel management skills students understand the operation of hotels, will be able to effectively join the operation of the working organisation, the definition and control of tasks. They will play active and initiative role in making and implementation of plans made for sales and operation. Students with their state-of-the-art tourism skills and marketing view will try to understand and manage market problems. They will be able, after a short practice period, to lead hotels on their own.</p>
11.	<p>Assessment scheme:</p> <p>Students must actively participate in the classes to be allowed to make the examination. The grade of the second in-class test must be at least fair. Achievement in seminars is evaluated by the seminar leader. One occasion during term-time is provided for each student to make up for the missed mid-term test or for correction. Calculation of the final grade: active participation in seminars – 25%, mid-term test – 15%.</p> <p>Writing a test of all topics of the subject on the dates provided in examination time. (Students cannot apply for their first exam on the last examination date.) A condition for a successful examination is at least 50% achievement that is calculated as 60% of the final grade. Making up for missed tests and correction of poor ones as allowed by the relevant regulations.</p>
	<p>Formative assessment scheme</p>

	Summative Assessment Scheme	
	Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	%
12.	Timetabled examination required	
13.	Length of exam	
14.	Learning materials Essential Recommended	<p>Hayes, D. K. – Ninemeier, J. A. – Miller, A. A. (2012): Foundations of Lodging Management, 2nd Edition. Pearson Education, Upper Sadle River</p> <p>Walker, J. R. (2007): Introduction to hospitality management, 2nd Edition. Chapter 1. Pearson Education, Upper Sadle River.</p> <p>Scott-Halsell S. A. – Blum, S. C. – Huffmann, L. (2008): A Study of Emotional Intelligence Levels in Hospitality Industry Professionals. Journal of Human Resources in Hospitality and Tourism Vol. 7(2) pp. 135-152.</p> <p>Langhorn, S. (2004). How emotional intelligence can improve management performance. International Journal of Contemporary Hospitality Management 16(4) pp. 220–230.</p>

Code	B19A09E	Credit	7
Term:	Spring	Level:	6
Module Title:	BANKING AND FINANCE		
Accredited by:	MUBS		
Programme restrictions:	BSc in Business Administration and Management		
Module Leader:	ÉVA PINTÉR, DR.	Office Hours:	
Telephone:		E-mail:	
Short Description:	<p>Aims:</p> <p>This module examines some of the contemporary issues facing banking activities through global framework. The module aims to provide a critical awareness and understanding of banking activities and corporate performance valuation. The course is concerned with financial markets, institutions and regulatory environment that govern the financial sector. Heavy emphasis is put on the international perspective of financial markets that determine the performance and opportunities of companies in the globalized economy.</p>		
Learning Outcomes:	<p>On completion of this module, the successful student will be able to:</p> <ul style="list-style-type: none"> elaborate the foundations of the monetary system, compare the impact of the different financial systems, elaborate the practical significance of financial theories, appraise the diversity of international thinking and perspectives, combine official statistics formulate consequences from financial data predict numerical tendencies 		
Syllabus:	<p>Topics</p> <ul style="list-style-type: none"> • An Overview of the Financial System • What Is Money • Defining Interest Rates • The Behavior of Interest Rates • The Risk and Term Structure of Interest Rates • Corporate Performance Valuation and Financing, Business Planning • Economic Analysis of Financial Structure, Midterm exam 		

	<ul style="list-style-type: none"> • Economic Analysis of Financial Regulation • Commercial Banking • Central Banking • Green banking • SME Financing • Banking Crises
<p>Teaching and Learning Strategies:</p>	<p>This module is using a wide range of examples and illustrations to introduce key terminology, concepts. Weekly seminars require students to prepare reading materials and case studies for in-class activities. Banking and finance as a discipline with equal theoretical and practical connotations requires a combination of lectures on the concepts and principles, discussion of their applications and analyses of some significant practical issues. In order to become familiar with the current tendencies students are required to pursue individual research and present the results on a regular basis. To show the practical applicability of theoretical conclusions some case studies will also be discussed. Students' reflections on the day's material and their contributions to the discussion are considered important elements of the learning process.</p> <p>Therefore, students are strongly advised to come prepared.</p>
<p>Assessment Scheme:</p>	<p>Formative assessment scheme</p> <p>Feedback on in-class activities and exercises, short quizzes.</p> <p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <p>1. In-class case studies and team discussion (20%) in Weeks 4-8</p> <p>Students will work in teams, they are expected to analyse financial institutions and financial theories, analyse and evaluate corporate performance.</p> <p>Resit opportunity: students need to submit an essay of 1000 words, replacing each team discussion, they absence, until the end of the semester.</p> <p>(LOs 1, 2, 3, 5, 6,7,8)</p> <p>2. In-class team presentations (10%) in Weeks 11-12</p> <p>Students are required to develop their research and presentation skills through the development of a business plan. Students who passed the team presentation and are not joined to a team, need to solve a case study as homework until the date of the final exam.</p> <p>(LOs 4, 6, 7, 8)</p> <p>3. Midterm examination (20%) in Week 6</p> <p>Students are required to answer multiple choice questions on a 75 minutes examination. Students have opportunity to write a retake exam on the 8th week.</p> <p>(LOs 2, 3)</p>

Code	B19B05E	Credit	7
Term:	Spring	Level:	6
Module Title:	OPERATIONS MANAGEMENT		
Module Leader:	Dr. József Vörös, DSc. professor Dr. Zsuzsanna Hauck, assistant professor Dr. Sándor Danka, assistant professor	Office Hours:	Tuesday, 15:30-17:00, B119 Monday, 15:00-17:00, B120
Telephone:	72/501-599/63153 72/501-599/23142	E-mail:	hauckzs@ktk.pte.hu danka.sandor@ktk.pte.hu
Short Description:	Operations management deals with the efficient utilization of resources to produce products and services. Operations play a crucial role in achieving business objectives, helps understanding how companies should gain competitive advantage. Operations management comprehends three broad issues: how to design the operating system to serve business strategy, planning and controlling operations processes, and scheduling operations.		
Sessions (weeks):			
Schedule is tentative and subject to change.			
Week 1	Using operations to compete. What is operations management? Differences and similarities between manufacturing and services. Book (<i>Heizer, J. - Render, B. M. - Munson, C.: Operations Management: Sustainability and Supply Chain Management, Pearson, 12th, Global Edition 2017</i>): Chapter 1 (Operations and Productivity) Exercises (<i>Hauck Zs. – Kiss V.: Operations Management, collection of exercises 2014 (available on Neptun)</i>): Productivity		
Week 2	Developing missions and strategies. Positioning strategy. Competitive priorities. Shifts in competitive priorities. Trends in OM. Product life cycle. Process Structure in Manufacturing. Book: Chapter 2 (Operations Strategy in Global Environment) Exercises: Decision Tree		

Week 3	<p>Major process decisions. Designing processes. Principles of process strategy. Product-Process matrix. Product Design. Product Strategy options. New product opportunities. Quality function deployment. House of Quality.</p> <p>Book: Chapter 5 (Design of Goods and Services) and 7 (Process Strategy)</p> <p>Exercises: House of Quality</p>
Week 4	<p>Capacity planning. Measures of capacity. Capacity strategies. Decision trees. Economies and diseconomies of scale. Break-even analysis.</p> <p>Book: Chapter 57 (Capacity and Constraint Management)</p> <p>Exercises: Capacity planning, Identification and management of bottleneck</p>
Week 5	<p>Facility location. Location analysis, location decisions. Locating single facility.</p> <p>Book: Chapter 8 (Location Strategies) Exercises: Locating facilities</p>
Week 6	<p>Midterm test for 15%</p> <p>5% theoretical question</p> <p>5% case study</p> <p>5% calculation</p>
Week 7	<p>Aggregate planning. Aggregate planning problems. The objective of aggregate planning. Planning strategies.</p> <p>Book: Chapter 13 (Aggregate Planning and S&OP) Exercises: Staffing Plan, Production Plan</p>
Week 8	<p>Material requirement planning. Bill of materials. Master production schedule. Outputs from MRP.</p> <p>Book: Chapter 14 (Material Requirements Planning (MRP) and ERP) Exercises: Master Production Scheduling, Material Requirements Planning</p>
Week 9	<p>Managing inventory. Functions and types of inventory. Economic order quantity. Continuous review system.</p> <p>Book: Chapter 12 (Inventory Management) Exercises: Inventory management</p>
Week 10	<i>Spring break</i>
Week 11	<p>Lean systems. Just in Time Systems. The essence of JIT. Strategic implications. Kanban system. JIT quality tactics and scheduling. Heijunka. Jidoka. Quality. Total Quality Management. The cost of quality.</p> <p>Book: Chapter 16 (Lean Operations)</p>
Week 12	<i>Easter Monday</i>

Week 13	Supply chain management. Managing sustainable supply chains. Book: Chapter 11 (Supply Chain Management) Exercises: Make-or-buy, Life-cycle ownership
Week 14	Revision week
Rationale Including Aims:	The source of success at the majority of top 500 companies is inevitably based on outstanding products and/or efficient operations processes. Thus operations are one of the most important functions in a company. Additionally, any activity that has outcome is a process and the knowledge and skills provided by operations management can be applied in many other functional areas as well. This line of argument describes the basic rationale of the module.
Learning Outcomes: Knowledge	On completion of this module the student will be able to understand the key aspects of Operations Management and implement learnt material to business problems analyze the role of operations in the value creation process and have the knowledge to recognize different operations systems required to help achieve company aims. understand the boundaries of the learnt material, and use the acquired knowledge to overcome these boundaries
Learning Outcomes: Skills	On completion of this module the student will be able to design and control operations systems, make long, medium, and short-term decisions actively participate in teamwork connected to operations, selection, delegation, development and management. demonstrate and present operation-related problems and their solutions analyze the boundaries of the learnt material
Teaching and Learning Strategies:	Continuous learning is required. The learning process is checked at each class through home assignments, presentation, case discussions and problem solving.
Assessment Scheme:	Assessment: 15% Classwork 15% Midterm test 70% Final exam + extra points available for classroom activities
Core Learning Materials:	Heizer, J. - Render, B. M. - Munson, C.: Operations Management: Sustainability and Supply Chain Management, Pearson, 12th, Global Edition 2017 Hauck Zs. – Kiss V.: Operations Management, collection of exercises 2014 (available on Neptun)

Optional Learning Material:	Krajewski, L.J. – Ritzman, L P. – Malhotra, M.K.: Operations Management, 10th ed., Pearson, 2013 Slack, N. – Brandon-Jones, A. – Johnston, R.: Operations Management, 7 th edition – Pearson 2013
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Curriculum Table (MSc. Enterprise Development and Entrepreneurship)

Semester 1 (spring)	Semester 2 (fall)	Semester 3 (spring)	Semester 4 (fall)
Innovation and Innovation Management	Advanced Marketing Research	Business Intelligence	Strategic Management
Corporate Entrepreneurship	Production and Process Management	E-commerce	Option Set 2.
Entrepreneurship & BMG	Intercultural Business Communication	Applied Venture Valuation	
Applied Statistics and Econometrics	Entrepreneurial Finance	Tutorial: Start-up development	
Regional Economics and Development	Project Management	Option Set 1.	

Note: The master programs start in the spring semester

Year 1 (spring + fall)

Code	M17VFA02E	ECTS Credit	6
Term:	spring	Level:	4
Module Title:	INNOVATION AND INNOVATION MANAGEMENT		
Module Leader:	<p>Dr. Attila Varga, DSc university professor Dr. Katalin Erdős, PhD assistant professor</p> <p>Dr. Kármén Kovács, PhD habil. associate professor</p> <p>Dr. Tamás Sebestyén, PhDhabil. associate professor</p>	Office Hours:	
Telephone:	(36) 72-501599/23149	E-mail:	vargaa@ktk.pte.hu
Short Description:	<p>The course provides a structured insight into the most important topics of the subject. Besides the importance of understanding technological change and the introduction of basic concepts and approaches, high emphasis is put on microeconomic (market structure, diffusion, technology transfer, university-industry cooperation, externalities), macroeconomic (systems of innovation, innovation and growth), respectively on geographic aspects. During the course also practical problems of economic policy (technology policy, technology evaluation) and firm-level innovation management will be discussed in detail. Based on the knowledge gained through the course, students will be able to handle the importance of technological development, to participate in the decision making and evaluation of innovation policy and to manage innovation processes of companies.</p>		
Sessions (weeks): 14			
Schedule is tentative and subject to change.			
1.	Definition of innovation. Systems of innovation		
2.	<p>Systems of Innovation (cont.). Geographic dimension of innovation</p> <p>(Student presentations of readings 1, 2, 3, 4)</p>		
3.	Measuring innovation (Group work)		

4.	Innovation and co-operation (Student presentations of readings 5, 6)
5.	Entrepreneur, company size and innovation (Student presentations of readings 7, 8)
6.	Innovation policy (Student presentations of readings 9, 10, 11)
7.	Innovation policy evaluation (Group work)
8.	Organizational frameworks of innovation (Student presentations of readings 12, 13) (Groupwork)
9.	From product development to innovation marketing (Student presentations of readings 14, 15)(Group work)
10.	Innovation, company performance and competitiveness (Student presentations of readings 16,17) (Group work)
11.	Universities and innovation (Student presentations of readings 18, 19)
12.	Social and sustainable innovations (Group work)
Rationale Including Aims:	<p>This course aims to provide students the knowledge needed to understand and manage innovation processes in the global economy. It is intended to highlight macro and micro level aspects of innovation in order to enable students to be fullyfledged actors of innovation.</p> <p>The course targets that students (among others)</p> <ul style="list-style-type: none"> • understand the essence of innovation • grasp global effects of innovation • determine the system level causes of inefficiencies in innovation • appreciate the feedback from their peers and external evaluators • work effectively as a team
Learning Outcomes: Knowledge	<ul style="list-style-type: none"> • Recognize the role of innovation in company and economic growth • Discuss the roles of actors in innovation systems • Describe the mechanisms of value creation through innovation • Demonstrate the ability to participate in innovation management teams • Prepare and deliver persuasive presentations
Learning Outcomes: Skills	<p>Analyze complex innovative processes</p> <p>Articulate the value of innovation in company and economic growth</p> <p>Identify and assess opportunities for innovation</p>

	Use the vocabulary of innovation and innovation management
Teaching and Learning Strategies:	<p>Students will have to engage in individual and team work as well. It is required that students prepare for the classes ahead by reading the required materials and thinking about questions for discussion. Preparing in advance enables students to actively participate in group discourse that also develops their critical thinking.</p> <p>Real-life case studies contribute to the development of analytical and complex thinking of students.</p>
Assessment Scheme:	<p>Student presentations (25%)</p> <p>Should the student miss the presentation without doctor's justification, the student gets 0 for the presentation assessment element. If the student has a doctor's justification for the absence, the student has the opportunity to submit a 2 pages summary of the reading to be presented. The submission deadline is one week after the presentation was due. The maximum attainable result for the assignment is 80% of the original value. Should the student miss this deadline, the student gets 0 for the presentation assessment element.</p> <p>Group work (25%)</p> <p>Should the student miss the group work without doctor's justification, the student gets 0 for the group work assessment element. If the student has a doctor's justification for the absence, the student has the opportunity to submit a 2 pages summary on the topic of the group work. The submission deadline is one week after the group work submission was due.</p> <p>The maximum attainable result for the assignment is 80% of the original value. Should the student miss this deadline, the student gets 0 for the group work assessment element.</p> <p>Final exam (50%)</p> <p>The final exam consists of essay questions, so answers have to be fully elaborated, not just keywords listed. Should the student fail the final exam, there is one retake opportunity in the examination period.</p>
Further on Assessment:	<p>Student presentations will be evaluated equally based on the following three criteria:</p> <ul style="list-style-type: none"> • quality of literature review • presentation style

	<ul style="list-style-type: none"> • own elaboration, thoughts
Core Learning Materials:	<p>Freeman, C. – Soete, L.: <i>The economics or industrial innovation</i>, Routledge, London and New York 2004</p> <p>Maital, S. – Seshadri, D. V. R. (2014): <i>Innovation Management: Strategies, Concepts and Tools for Growth and Profit</i>. 2. ed., 2. print. Los Angeles: SAGE. ISBN 978 81 321 0722 4</p>
	<p>Polenske, K. R. (ed.): <i>The economic geography of innovation</i>, Cambridge University Press 2007</p> <p>Swann, G. M. P.: <i>The Economics of Innovation</i>. Edward Elgar Cheltenham,UK, Northampton, MA, USA 2009</p> <p>Tidd, J. – Bessant, J. (2014): <i>Managing innovation: integrating technological, market and organizational change</i>. 5., reprinted ed. Chichester: Wiley. (Includes interactive e-book) ISBN 978 1 118 36063 7</p>
Further Reading Materials:	<p>Hashi, I.– Stojcic, N. (2013): The impact of innovation activities on firm performance using a multi-stage model: Evidence from Community Innovation Survey 4. <i>Research Policy</i>, Vol. 42. No. 2. 353–366.</p> <p>Kemp, R. G. M.– Folkeringa, M.– De Jong, J. P. J.– Wubben, E. F. M (2003): Innovation and firm performance. Scales research reports. Zoetermeer: EIM business and policy research. SCALES -paper N200213. http://www.entrepreneurship-sme.eu/pdf-ez/N200213.pdf.</p> <p>Klomp, L.– Leeuwen, van G. (2001): Linking innovation and firm performance: a new approach. <i>International Journal of the Economics of Business</i>, Vol. No. 3. 343–364.</p>

Code	M17VFB08E	ECTS Credit: 6	
Term:	spring	Level:	4
Module Title:	CORPORATE ENTREPRENEURSHIP		
Module Leaders:	Dr. Zsolt Bedő, PhD. Assistant professor	Office Hours:	Monday 08:30-10:00
Telephone:	+36-72/501 599/23436	E-mail:	zsoltbedo@ktk.pte.hu
Short Description:	<p>What is corporate entrepreneurship? Who is a “corporate entrepreneur”? Obviously basic questions to a course on the subject, but the reality is that the definition of both is contingent on the context it’s used in. Intrapreneurship can be defined as the process that allows for individuals and groups within a structured organization to think, develop and execute value-creation for the firm unencumbered by the stated organizational processes, procedures, rules and regulations while still having access to corporate resources to reach their intended goals. Therefore the “intrapreneur” is a person(s) who becomes empowered to create these new products or services without implied or stated constraints leading to value-creation for the organization. So, what drives intrapreneurship? Why are some large organizations better at it than others? Is it a necessary component of a firm’s DNA? If so, how do you embed it into the corporate culture? What leadership skills are necessary? Why bother with it? All reasonable questions that will be examined and hopefully, answered in this course.</p>		
Sessions (weeks): 14			
Schedule is tentative and subject to change.			
	Introduction, team formation,		
1. (02.06.)	video discussion: https://www.ted.com/talks/knut_haanaes_two_reasons_companies_fail_and_how_to_avoid_them?language=en		
	https://www.youtube.com/watch?v=6pm1bbLMqZE		
	https://www.youtube.com/watch?v=Mtjatz9r-Vc		
2. (02.13.)	Project introduction – Visit to the 3D center of the University		
3. (02.20.)	Introduction of the Tech Transfer function of the University and its IP portfolio		

4.	The concept of intrapreneurship/corporate entrepreneurship. Ideas, roles and processes;
(02.27.)	Project progress report: benchmarking
5.	Idea generation and mobilization. Advocating and screening;
(03.06.)	Project progress report: What should be the main activity of the 3D center?
6.	Idea experimentation;
(03.13.)	Project progress report: Why do you think your suggestion for the main activity is better than others'?
7.	Idea commercialization;
(03.20.)	Project progress report: Who will be the main users of the services, products of the 3D center?
8.	Diffusion and implementation of ideas. Intrapreneurship from Concept to Sustained Competitive Advantage;
(03.27.)	Project progress report: How will the 3D center transfer messages and value to the main user group?
9.	Case: Starbucks Coffee Company: Transformation and Renewal;
(04.03.)	Project progress report: How will the 3D center keep contact and relationship with the main users?
10.	<i>Break</i>
(04.10.)	
11.	Visit to Hewlett Packard Enterprise in Budapest. Speaker: Director of Innovation at HPE
(04.17.)	
12.	Case: Zipcar: Refining the Business Model
(04.24.)	Project progress report: How will the 3D center operate in the new concept? What resources it needs, what activities it need to pursue, what kind of partners it need?
13.	Case: Rent and Runway
(05.01.)	Project progress report: How much will this new business concept cost? How much costs will occur during operation? What will be the revenue flow?
14.	
(05.08.)	Final presentation of the project solutions in front of the management of the 3D center

Rationale Including Aims:	<p>The aim of the course is to show students how entrepreneurial activity and innovation is conducted within the corporate environment. How does the company have to imbue such activity within its structure, how to facilitate innovative thinking, how to incorporate outcomes of this activity within this structure? Students will be introduced with the theoretical framework of the concept in the first half of the course that they will have to apply in the second half. Guest speaker at the end of the term will comprehensively give a picture of a real life case that will be discussed and debated by every student in light of the theoretical constructs and the lessons learnt from the cases.</p>
	<p>Upon completion of this module the student will</p>
Learning Outcomes: Knowledge	<ul style="list-style-type: none"> • Recognize the historical relevance and concepts of corporate entrepreneurship, • Discuss the reasons why traditionally-organized companies find this culture so challenging.
	<p>3. Categorize the elements of a corporate culture that either inhibit or support the process of corporate entrepreneurship.</p>
Learning Outcomes: Skills	<p>Analyze how intrapreneurial activities relate to a company's ability to drive innovation throughout the organization.</p> <p>Evaluate the attributes of various organizations regarded as leaders of corporate entrepreneurship and analyze the benefits of such.</p> <p>Recognize the synergy necessary between leadership, corporate culture and organizational dynamics to drive successful corporate entrepreneurship.</p> <p>Select a personal model of corporate entrepreneurship activities to be used as a reference tool in your career development.</p>
Teaching and Learning Strategies:	<p>Classes will be organized using the flipped classroom methodology. The focus of this course will be on developing and/or strengthening the student's abilities to identify personal and organizational traits that lend themselves to, or separate from, the concepts of intrapreneurship. Therefore much of our classroom time will be spent combining lectures, classroom presentations and discussions on various segments of the course. Class time will be weighed towards constructive discussion and challenges of the readings assigned. As such, it is expected that all assigned reading will be completed prior to the beginning of each class period. Value for the student will derive from the interchange of classroom discussions and interactions, along with the assignments posted.</p>

Assessment Scheme:	<p>Individual report on the 3D technology (1 page) and on the TTO function of universities (1 Page) (individual) – 2x10%</p> <p>Discussion material (ppt) uploaded (group) – 5x2% = 10% Presentation and discussion of reading assignments (group) – 15% Case solutions uploaded (group) – 5x2% = 10%</p> <p>Presentation and discussion of the case solutions (group) – 15%</p> <p>Business concept of the 3D center of the UP, documentation and slide deck (group) –25%</p> <p>Final presentation (group) – 10%</p> <p>Class participation and activity (individual) – 5%</p>
Further on Assessment:	<p>Students have to form teams of 3 on the first week of the semester By the end of the team formation process we need to have 8 teams. The team has to read, prepare for the reading assignments for each week and has to conduct news screening and analysis. Every team must read the reading assignments for each week. Each week one team will be picked to discuss the reading assignment or the case study, while another has to challenge the presenters from theoretical and application perspective. Teams will be working on case studies in the second part of the semester. For the case studies the same rules apply as in the case of the reading assignments.</p>
Core Learning Materials:	<p>Kevin C. Desouza, Intrapreneurship, University of Toronto Press, 2011.</p>
Further Reading Materials:	<p>Articles and handouts.</p>
Policy on attendance and class engagement:	<p>Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions.</p>
	<p>Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More “noise” does not equal higher score.</p> <p>Participation grades will be given on the following basis:</p> <p>5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion</p> <p>4 – Present, asking/answering questions, actively engaged</p> <p>3 – Present, listening, but not sharing ideas</p> <p>2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences</p> <p>1 – Regular no-shows. Failure to give valid reasons for multiple no-shows.</p> <p>Please note that if you are in class but are not actively engaged nor share your</p>

	ideas,your participation for that class is 3.
Policy on late arrival:	On time arrival ensures that classes are able to start and finish at the scheduled time.On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of theclass is not allowed as it will disturb in class work.
Academic misconduct:	<p>All Students are expected to be honest in their academic work and to display integrityin the demonstration of their achieved competencies.</p> <p>Cheating, which is the willful decision on the part of a student to be dishonest in therepresentation of his/her work, is unacceptable behavior.</p> <p>Any academic dishonesty will be reported to the Program leader and will be assessedand acted upon following Rules and Regulations of the University of Pecs.</p> <p>A zero for that exam or project will be entered for the grade.</p> <p>Severe cases of academic dishonesty may include harsher penalties such as suspension.</p> <p>Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is abasic guiding principle for all academic activity at University of Pecs, and all membersof the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of conduct states that all students should act with personal integrity, respect other students’ dignity, rights andproperty, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University communityand compromise the worth of work completed by others.</p>

Code	M17VFB02E	ECTS Credit: 6	
Term:	spring	Level:	4
Module Title:	ENTREPRENEURSHIP& BUSINESS MODEL GENERATION		
Module Leaders:	Prof. Dr. László Szerb, Professor Dr. Zsolt Bedő, PhD. Assistant professor	Office Hours:	Monday 13:30-15:30
Telephone:	+36-72/501 599/23125 +36-72/501 599/23436	E-mail:	szerb@ktk.pte.hu zsoltbedo@ktk.pte.hu
Short Description:	<p>This course aims to bring together the theoretical and the practical view of entrepreneurship. The theoretical part presents the models and ways of becoming an entrepreneur as well as the influential factors of entrepreneurship. Government, local as well as international entrepreneurship policy aspects are also covered. The course emphasized both the individual and the contextual factors of entrepreneurship from a system perspective. Recent developments in technology start-ups and digitalization are also covered. Students are expected to analyze country level differences and specialties in entrepreneurship. Specific attention is paid to the fast growing ventures, called gazelles.</p> <p>In the second part of the course students get acquainted with the basics of business modelling and on how to compete on this front complementing basic services and product. This Module will be the preparatory of the practice oriented modules that will require students to establish their own or provide support to others in their establishment of their entrepreneurial venture.</p>		
Sessions (weeks): 14			
Schedule is tentative and subject to change.			
1.	Course description and requirements. Small businesses and entrepreneurship: definitions and distinctions; Types of entrepreneurship and entrepreneurial activity		
2.	Entrepreneurship theories and models, entrepreneurship context, entrepreneurship ecosystems and digital entrepreneurship. The measurement of entrepreneurship. Gazelles and unicorns.		
3.	The Global Entrepreneurship Index GEI. Individual and institutional factors. The calculation of the GEI scores, step by step exercise. Hungary's entrepreneurial profile. Student exercise GEI tool. (Bring laptop and mouse)		
4.	Entrepreneurial traits and intentions. Different models of individual entrepreneurship and entrepreneurial attitudes. The GUESSS research		

5.	National and local entrepreneurship policies. The GEI methodology to optimize policy effort. Student exercise
6.	Digital entrepreneurship ecosystems and their specialties. ICT and entrepreneurship. Assignment presentations.
7.	Midterm exam
8.	<p>Introduction of the second part of the course</p> <p>Team formation</p> <p>Discussion on what entrepreneurship and creativity mean.</p> <p>Watching video: https://www.youtube.com/watch?v=QoqohmccTSc</p> <p>Assignment for the design thinking workshop:</p> <p>Read the book: Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1</p> <p>Reminder to read the book called Startup nation</p> <p>Watch the following videos:</p> <p>https://www.youtube.com/watch?v=sR6P5Qdvlnk</p> <p>https://www.youtube.com/watch?v=bEusrD8g-dM</p> <p>https://www.youtube.com/watch?v=nokBj14p4Mc</p> <p>https://www.youtube.com/watch?v=BErt2qRmoFQ&t=3s</p>
9.	Reading week, preparation for the design thinking workshop
10.	Spring break
11.	Design thinking workshop, all day
12.	Preparation for the final pitch event
13.	Final Pitch
14.	Discussion of the takeaways of the final pitch event, Discussion of the Startup nation book, Closer of the course.

<p>Rationale Including Aims:</p>	<p>This course aims to combine the theoretical and practical approaches of entrepreneurship as well as get students acquainted in the macro and micro view of entrepreneurship.</p> <p>The course targets that students (among others)</p> <ul style="list-style-type: none"> to understand the differences between small business and entrepreneurship, to know about the contemporary views of entrepreneurship, appreciate the role of entrepreneurship in development, grasp the role of entrepreneurial capacity in innovation, comprehend the significance of entrepreneurship ecosystem in the process of entrepreneurship capacity building.
<p>Learning Outcomes: Knowledge</p>	<p>Students by completing this module will be able to</p> <ul style="list-style-type: none"> recognize triggers affecting elements of the entrepreneurial environment list different means of policy tools to boost entrepreneurship activity, explain the effects of different policy decisions on competitiveness, demonstrate the spillover effect of mechanisms in real circumstances, implement business models in real environment.
<p>Learning Outcomes: Skills</p>	<p>Students by completing this module will be able to</p> <ul style="list-style-type: none"> differentiate between collected data to prepare them for analysis, analyze structured datasets to assess theoretical constructs, evaluate results of empirical analysis, design policy decisions, critically evaluate business models communicate value proposition.
<p>Teaching and Learning Strategies:</p>	<p>Classes will combine theory and practical application of the theoretical constructs. By imbedding entrepreneurial activities in a wider, mezzo and macro context students will comprehend the interconnection between different factors affecting their future decisions when forming their entrepreneurial venture. Reading assignments will equip students with the necessary knowledge for class discussions and exercises. Group assignments will enable students to practice group work, develop their skills in such a working environment, practice leadership, delegation, brainstorming, conflict resolution. Videos will require students to combine academic knowledge with practical observations and will force them to synthesize information communicated in different fashion.</p>

<p>Assessment Scheme:</p>	<p>Midterm exam: 30%</p> <p>Project work I. – 20% (10% presentation and 10% submission about a country's entrepreneurship system analysis)</p> <p>Final documentation of the Design thinking workshop – 20%:</p> <p>Final business model</p> <p>Pitch deck</p> <p>Idea diary and validation documentation</p> <p>Final pitch presentation – 10%</p> <p>Video report on the Startup nation book – 10%</p> <p>Workshop and class engagement – 10%</p>
<p>Further on Assessment:</p>	<p>Midterm exam is written exam focusing on the theoretical part of entrepreneurship 30%</p> <p>Project work I: forming a one or two person team students have to write an essay about a selected country entrepreneurial profile and have to suggest entrepreneurship policy portfolio on how to improve entrepreneurship.</p> <p>Project work II: Students in teams will have to prepare short assignments week by week to implement theories discussed in class.</p> <p>Design thinking workshop deliverables (Group assignment): Students will participate on a whole day design thinking workshop, where they have to work in teams to solve a problem. Teams have to prepare a complete documentation and a pitch presentation by the end of the workshop that they will present in a later day in the framework of the final pitch event.</p> <p>Final pitch presentation and slide deck (Group assignment): Teams will have to present their final solution (product or service) in front of a professional panel in the framework of the final pitch event.</p>
	<p>Video report (Individual assignment): Students have to read the book Startup nation by the end of the semester and have to prepare a max 3 minutes video report on the book.</p>
<p>Core Learning Materials:</p>	<p>Core learning materials:</p> <p>Class materials</p> <p>Acs Zoltan, László Szerb, Esteban Lafuente, Ainsley Lloyd (2018) Global Entrepreneurship and Development Index 2018, SpringerBriefs in Economics, Springer International Publishing, eBook ISBN 978-3-030- 03279-1; Softcover ISBN 978-3-030-03278-4, DOI: 10.1007/978-3-030- 03279-1, pp. XIV, 91 https://www.researchgate.net/publication/322757639_The_Global_Entrepreneurship_Index_2018</p> <p>Auerswald, P. E. (2015). Enabling entrepreneurial ecosystems: Insights from ecology to inform effective entrepreneurship policy., Kauffman report, https://www.kauffman.org/-/media/kauffman_org/research-reports-and-covers/2015/10/enabling_entrepreneurial_ecosystems.pdf</p>

	<p>Marx, A.; A. Suse and M. Sanders (2018) Report - Policy Brief on the FIRES7-step Method for Entrepreneurship Policy Making, FIRES reports http://www.projectfires.eu/wp-content/uploads/2018/05/d6.4-policy-brief-final-2_ms.pdf</p> <p>Business Model Generation, written by Alexander Osterwalder & YvesPigneur 2010, ISBN: 978-0470-87641-1</p> <p>Nathan Furr, Transitioning your company from a product to a platform, HBR, 2016.</p> <p>Zhu, Furr, Product to platform, making the leap, HBR, 2016.</p>
<p>Further Reading Materials:</p>	<p>Ács, Z. J. E. Autio, L. Szerb (2014) National Systems of Entrepreneurship: Measurement issues and policy implications, Research Policy 43(3), 476-494</p> <p>Acs, Z., Åstebro, T., Audretsch, D., & Robinson, D. T. (2016). Public policy to promote entrepreneurship: a call to arms. Small Business Economics, 47(1), 35-51.</p> <p>Sieger, P., Fueglistaller, U., & Zellweger, T. (2016). Student Entrepreneurship 2016: Insights from 50 Countries. International Report of the GUESSS Project 2016. St. Gallen and Bern: Swiss Research Institute of Small Business and Entrepreneurship at the University of St. Gallen and University of Bern</p> <p>Szerb, L. A., Acs, Z., & Autio, E. (2013). Entrepreneurship and policy: The national system of entrepreneurship in the European Union and in its member countries. Entrepreneurship Research Journal, 3(1), 9-34.</p> <p>Szerb, L. A., É. Komlósi, P. Páger 2016 Measuring Entrepreneurship and Optimizing Entrepreneurship Policy Efforts in the European Union, CESifoDICE Report 3/2016 (September)</p> <p>Start Up Nation, Dan Senor and Saul Singer, 2011.</p> <p>Lean Startup, Eric Ries, 2010.</p>
<p>Policy on attendance and class engagement:</p>	<p>Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More “noise” does not equal higher score.</p>

	<p>Participation grades will be given on the following basis:</p> <p>5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion</p> <p>4 – Present, asking/answering questions, actively engaged 3 – Present, listening, but not sharing ideas</p> <p>2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences</p> <p>1 – Regular no-shows. Failure to give valid reasons for multiple no-shows.</p> <p>Please note that if you are in class but are not actively engaged nor share your ideas, your participation for that class is 3.</p>
<p>Policy on late arrival:</p>	<p>On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.</p>
<p>Academic misconduct:</p>	<p>All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies.</p> <p>Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior.</p> <p>Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs.</p> <p>A zero for that exam or project will be entered for the grade.</p> <p>Severe cases of academic dishonesty may include harsher penalties such as suspension.</p> <p>Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.</p>

Code	M17VFA01E	ECTS Credit: 6	
Module Title:	APPLIED STATISTICS AND ECONOMETRICS		
Module Leader:	Gábor Kőrösi, Professor	Sessions	Mixed lectures and computer exercises.
Term:	spring	E-mail:	korosig@tkk.pte.hu
Short Description:	The subject gives an overview of major methods of empirical work in economics, mostly concentrating on econometric techniques. The methods will be applied to various economic problems, demonstrating their use in practical applications. Students get hands on experiences analysing various economic problems with a variety of approaches. We use gretl for practical work.		
Sessions (weeks):			
February 5	Economic models, data, statistical model. Revision: probability, data description, statistical inference. SW chapters 1-3		
February 12	Linear regression 1: revision of the basic concepts. SW chapters 4 & 5		
February 19	Linear regression 2: single and multiple regressors, estimation, inference, model diagnostics. SW chapters 6 & 7		
February 26	Linear regression 3: single and multiple regressors, estimation, inference, model diagnostics. SW chapters 6 & 7		
March 5	Non-linear models 1: linearization; indicator variables (dummies). SW chapter 8		
March 12	Non-linear models 2: binary dependent variables. SW chapter 11		
March 19	Test.		
March 26	Time series modelling 1: dynamics, forecasting. SW chapters 14 & 15		
April 2	Time series modelling: dynamics, causality. SW chapters 14 & 15		
April 16	Time series modelling: stationarity, non-stationarity. SW chapters 14, 15, parts of 16.		
April 23	Test		
April 30	Endogenous regressors. Panel data. SW chapters 12 & 10.		
May 7	Modelling strategies. Revision. SW chapter 9		

Rationale Including Aims:	Practical work in economics is based on data analysis in most cases, using causal models. The purpose of this course is to teach students the most important methods used in such applied work.
Learning Outcomes: Knowledge	Students get a practical knowledge of the major econometric techniques, including the conditions for proper use, and methods for assessing the validity of their model. They should be able to identify methods needed in a practical situation, do the basic statistical analysis, and interpret the results.
Learning Outcomes: Skills	Students will work on various problems, typically using real life data. By the end of the course they should be able to do data analysis properly, on their own, using a simple computer package
Teaching and Learning Strategies:	The course is a mixture of lectures and computer exercises. We shall use data and computer at each major milestone. Technical details of the methodology are not part of the course, but basic knowledge of calculus, linear algebra and probability is necessary.
Assessment Scheme:	Two tests, 19% each Final examination, 62%
Core Learning Materials:	Stock and Watson: Introduction to Econometrics, Addison-Wesley, 2014 (3 rd edition). (The 2007 2 nd edition is also fine.) Also used: Gretl user's guide Berndt: The Practice of Econometrics, Addison-Wesley, 1991
Optional Learning Material:	Wooldridge: Introductory Econometrics, MIT, 2009 Brooks: Introductory Econometrics for Finance, Cambridge, 2008 Cameron and Trivedi: Microeconometrics, Cambridge, 2005 Kőrösi, Mátyás and Székely: Practical Econometrics, Avebury, 1992 Greene: Econometric Analysis. Prentice Hall, 2008. Pesaran: Time Series and Panel Data Econometrics, Oxford, 2015. Wooldridge: Econometric Analysis of Cross Section and Panel Data, MIT, 2010 Angrist and Pischke: Mastering "metrics", Princeton, 2015 Papers uploaded to Neptun

Code	M17VFB07E	ECTS Credit: 6	
Term:	spring	Level:	4
Module Title:	REGIONAL ECONOMICS AND DEVELOPMENT		
Module Leader:	Dr. Attila Varga, DScuniversity professor Norbert Szabó assistant professor	Office Hours:	Tuesday: 2:00pm – 4:00 pm
Telephone:	+36-72-501599/23149	E-mail:	vargaa@ktk.pte.hu
Short Description:	The course of Regional Economics and Development aims at providing insights into the key role of spatial processes (globalization, localization) in economics and business. The course introduces the most important theories of regional economies, the key methodologies applied in the study of regions as well as the most frequently followed strategies in modern regional development.		
Sessions (weeks): 13			
Schedule is tentative and subject to change.			
Lecture			
1.	Introduction		
2.	The spatial dimension in Economics and Business		
3.	Firms' location choice I.: Two input and one output markets, exogenous transport costs		
4.	Firms' location choice II.: Endogenous transport costs and factor prices, simultaneous output and location equilibrium		
5.	Firms' location choice III.: Spatial competition		
6.	The monocentric city model		
7.	Midterm examination		
8.	Regional development and growth I.: Demand and supply factors		
9.	Regional development and growth II.: Endogenous and cumulative factors		
10.	Agglomeration, transport costs and increasing returns: Modeling spatial structure in Geographical Economics		
11.	Challenges in regional development: Global competition and regional competitiveness		
12.	Regional business networks and industrial districts		
13.	Regional cluster development		

Seminar	
1.	Introduction
2.	Measures of regional income, inequalities and concentration I.
3.	Measures of regional income, inequalities and concentration II.
4.	Student presentation I.
5.	Measuring and estimating interregional trade
6.	The methodology of complex regional analyzes
7.	Student presentation II.
8.	Regional input-output tables – introduction, challenges, estimation and use (coefficients, trade,etc.) I.
9.	Computer aided student exercises
10.	Student presentation III.
11.	Regional input-output tables – introduction, challenges, estimation and use (coefficients, trade,etc.) II.
12.	National holiday (1st May)
13.	Student presentation IV.
Rationale Including Aims:	<p>This course aims to provide students with the knowledge needed to understand the role of space in economics.</p> <p>The course targets that students (among others)</p> <ul style="list-style-type: none"> understand the reasons behind the development of spatial economic structures grasp the economic role and effects of localization and globalization determine the causes behind city structure formation appreciate the feedback from their peers and evaluators
Learning Outcomes: Knowledge	<ul style="list-style-type: none"> Recognize the role of space in economics and business Discuss the roles agglomeration, transport costs, market structure play in the development of spatial structures Describe the most important factors behind firm location

	<p>Demonstrate the ability to use empirical methodologies of regional analysis</p> <p>Prepare and deliver persuasive presentations</p>
<p>Learning Outcomes:</p> <p>Skills</p>	<p>Analyze the development of spatial structures</p> <p>Articulate the value of space in economic growth</p> <p>Use the vocabulary of regional economics and development</p>
<p>Teaching and Learning Strategies:</p>	<p>Theoretical knowledge is communicated through lectures. Selected chapters of the textbook as well as journal articles related to the lecture material are presented and discussed by students. Additionally, empirical methods of regional analysis are practiced in class.</p>
<p>Assessment Scheme:</p>	<p>Class work (25%)</p> <p>Midterm exam (25%)</p> <p>Final exam (50%)</p>
<p>Further on Assessment:</p>	<p>Student presentations will be evaluated equally based on the following three criteria:</p> <p>quality of the review</p> <p>presentation style</p> <p>own elaboration, thoughts</p>
<p>Core Learning Materials:</p>	<p>Philip McCann (2013) Modern urban and regional economics. Oxford University Press.</p> <p>Andy Pyke, Andrés Rodríguez-Pose, John Tomaney (2017) Local and Regional Development. Routledge, New York.</p> <p>Articles selected for the seminar:</p> <p>Kemeny, Thomas – Michael Storper (2015): Is specialization good for regional economic development? Regional Studies, Vol. 49, No. 6, pp. 1003-1018.</p> <p>Scott A. J. - Storper M. (2007): Regions, globalizations, development. Regional Studies Vol. 41, No. 1, pp. 579-593.</p>

	<p>Cidell, Julie (2015): The role of major infrastructure in subregional economic development: an empirical study of airports and cities. <i>Journal of Economic Geography</i>, Vol. 15, No. 6, pp. 1125-1144.</p> <p>McCann, Philip (2008): <i>Globalization and Economic Geography: The World is Curved, Not Flat</i>. <i>Cambridge Journal of Regions, Economy and Society</i>, Vol. 1, No. 3, pp. 351-370.</p>
	<p>Varga, Attila – Horváth Márton (2014): Regional knowledge production function analysis, IN: <i>Handbook of Research Methods and Applications in Economic Geography</i>, Edward Elgar Publishing Ltd., pp. 511-543.</p> <p>Kondo, Keisuke - Toshihiro Okubo (2015): Interregional labour migration and real wage disparities: Evidence from Japan, <i>Papers in Regional Science</i>, Vol. 57, No. 1, pp. 145-164.</p> <p>Franklin, Rachel – David A. Plane (2004): A Shift-Share Method for the Analysis of Regional Fertility Change: An Application to the Decline in Childbearing in Italy, 1952–1991. <i>Geographical Analysis</i> Vol. 36, No. 1, pp. 1-20.</p> <p>Midmore, Peter – Max Munday – Annette Roberts (2006): Assessing Industry Linkages Using Regional Input – Output Tables. <i>Regional Studies</i>, Vol. 40, No.3, pp. 329-343.</p>
<p>Further Reading Materials:</p>	<p>Brakman S, Garretsen, H, Marrewijk, C (2009) <i>The new introduction to geographical economics</i>. Cambridge University Press. Cambridge</p> <p>Roberta Capello (2007) <i>Regional Economics</i>. Routledge, London and New York.</p> <p>Mary Edwards (2007) <i>Regional and Urban Economics and Economic Development</i>. Taylor and Francis, New York.</p> <p>John P. Blair, Michael C. Carrol (2009) <i>Local Economic Development. Analysis, Practices and Globalization</i>. Sage Publications, London.</p>

Code	M17VFB09E	ECTS Credit: 6	
Term:	fall	Level:	
Module Title:	ADVANCED MARKETING RESEARCH		
Module Leader:	Krisztián Szűcs, PhD	Office Hours:	Monday, 3.00-4.00 pm
Telephone:	+36-72-501-559/23115	E-mail:	szucsk@ktk.pte.hu
Module Assistant:	Péter Németh	Office Hours:	Tuesday, 9.30-10.30 am
Telephone:	+36-72-501-559/23129	E-mail:	nemeth.peter@ktk.pte.hu
Short Description:	<p>This course aims to provide an overview of the changing landscape of Marketing Research (MR) including trends, new business models, methods and also introduce the popular analysis toolkit, IBM's SPSS software.</p> <p>Building on fundamentals of MR students will not just be able to communicate with research companies but also will be able to prepare and carry out their own research projects.</p> <p>Discussing special fields of MR will help students to work in several industries from media to retail companies.</p>		
Sessions (weeks): 15 (1 st week is registration, week 8. is break)			
Schedule is tentative and subject to change. (L: lecture, S: seminar)			
1. 4 th Sept	L: Introduction: context of Marketing Research S: Business Problems Evaluations		
2. 11 th Sept	L: Trends in Marketing Research: Role of Technology S: Questionnaire development		
3. 18 th Sept	L: Trends in Marketing Research: Secondary Data 2.0 S: Pre-test of the questionnaire		
4. 25 th Sept	L: Trends in Marketing Research: Observations, Neuromarketing S: Field work, the structure of SPSS		
5. 2 nd Oct	L: Trends in Marketing Research: Online Qualitative Techniques S: Database management, SPSS functions		
6. 9 th Oct	L: Trends in Marketing Research: Online Quantitative Techniques S: Database management, SPSS functions		

7. 16 th Oct	L & S: Database management, importing a database, consistency analysis
8. 23 rd Oct	FALL BREAK
9. 30 st Oct	L: Applied Marketing Research: Lifestyle & Segmentation Research S: Univariate statistical analysis: frequency, histograms
10. 6 th Nov	L: Applied Marketing Research: Satisfaction Surveys S: Univariate statistical analysis: mean values
11. 13 th Nov	L: Applied Marketing Research: Measuring Brand Performance S: Multivariate statistical analysis: factor analysis
12. 20 th Nov	L: Applied Marketing Research: Media Research S: Multivariate statistical analysis: cluster analysis
13. 27 th Nov	L: Applied Marketing Research: Research in the Retail Industry S: Presentation techniques, chart development
Rationale Including Aims:	Main objectives of the course are the following: define influencing factors, which shape marketing research projects introduce new methods, including observations, online techniques, etc. develop new business models for marketing research projects learn the industry standards in specific fields of marketing research analyse data with SPSS software
Learning Outcomes: Knowledge	Students will evaluate state-of-the-art research methodology, design different research projects based on case studies, briefs, identify applied fields of MR, construct approaches in order to optimize research outputs, demonstrate meaningful insights from empirical data.
Learning Outcomes: Skills	Participants will perform in teams but also experience working individually, formulate their own viewpoints and critique others', organize fieldwork and data analysis, evaluate their own competences and identify fields to be developed.

Teaching and Learning Strategies:	<p>The course will be taught through lectures and seminars. Active participation is required during the classes. Real-life examples, case studies will be used and discussed in the lectures while empirical data analysis will happen in the seminars. Several guest lectures will be organized to the group during the semester.</p>
Assessment Scheme:	<p><i>Assessing students' performance is continuous in this course as they need to be prepared for every seminars and work with their own data. Students have to prepare team presentations for the seminars (50%). Lectures are interactive and students have to take part in an oral final exam (50%).</i></p>
Further on Assessment:	<p>In order to pass the module a student must get at least 51% from all the three elements of the course assessment.</p>
Core Learning Materials:	<p>Harrison, M., Cupman, J., Truman, O., & Hague, P. N. (2016). <i>Market Research in Practice: An Introduction to Gaining Greater Market Insight</i>. Kogan Page Publishers.</p>
Further Reading Materials:	<p>Kaden, R. J., Linda, G., & Prince, M. (Eds.). (2011). <i>Leading Edge Marketing Research: 21st-Century Tools and Practices</i>. SAGE Publications.</p> <p>Case studies and further reading materials will be available in Neptun's scene.</p>
Policy on attendance:	<p>Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More "noise" does not equal higher score.</p> <p>Participation grades will be given on the following basis:</p> <p>5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion</p> <p>4 – Present, asking/answering questions, actively engaged</p> <p>3 – Present, listening, but not sharing ideas</p> <p>2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences</p> <p>1 – Regular no-shows. Failure to give valid reasons for multiple no-shows.</p> <p>Please note that if you are in class but are not actively engaged nor share your ideas, your participation for that class is 3.</p>

<p>Policy on late arrival:</p>	<p>On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.</p>
<p>Academic misconduct:</p>	<p>All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies.</p> <p>Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior.</p> <p>Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs.</p> <p>A zero for that exam or project will be entered for the grade.</p> <p>Severe cases of academic dishonesty may include harsher penalties such as suspension.</p> <p>Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.</p>

Code	M17VFB10 E	ECTS Credit: 6	
Term:	fall		
Module Title:	PRODUCTION AND PROCESS MANAGEMENT		
Module Leader:	Zsuzsanna Hauck	Office Hours:	Tuesday 14.30-15.45
Telephone:	501-599/23153	E-mail:	hauckzs@ktk.pte.hu
Short Description:	Operations management deals with the efficient utilization of resources to produce products and services. OM plays a crucial role in achieving business strategy, as its sustainability is based mainly on outstanding operations capabilities that are not easy to copy.		
Sessions (weeks)			
1. week 3rd Sept	Defining operations management and operations strategy. How to analyse cases. Process analysis.		
2. week 10th Sept	Designing products and services. Cases: Benihana of Tokyo, HBS 9-673-057 Fabritek Corporation, Harvard Business School (HBS) 669-004		
3. week 17th Sept	Developing a production system, identifying bottlenecks Case: Scharffen Berger Chocolate Maker, HBS 9-606-043		
4. week 24th Sept	Bottlenecks and inventory build-up diagrams. Case: National Cranberry Cooperative, HBS 9-688-122		
5. week 1st Oct	Operations based strategies. Case: Alaska Airlines, HBS, 9-800-004		
6. week 8th Oct	Operations based strategies II. Case: IKEA invades America, HBS 9-504-09410.00		
7. week 15th Oct	Midterm exam.		
8. week 22th Oct	Fall break.		
9. week 29th Oct	Managing queues. Case: University Health Services: Walk-in-clinic, HBS 9-681-061		

10. week 5th Nov	<p>Controlling supply chains and the optimal level of product availability</p> <p>Cases: Wal-Mart, Ivey Business School, 907D01 Barilla SpA (A), HBS 9-694-046</p>
11. week 12th Nov	SCM Business Game: The beer game (MIT)
12. week 19th Nov	<p>Developing service systems I.</p> <p>Case: Southwest Airlines in Baltimore, HBS 9-602-156</p>
13. week 26th Nov	<p>Developing service systems II.</p> <p>Case: Toyota Motor Manufacturing. USA, Inc, HBS 1-693-019</p>
14. week 3rd Dec	Final examination.
Rationale Including Aims:	<p>The source of success at the majority of top companies is inevitably based on outstanding products and/or efficient operations processes. Thus operations is one of the most important functions in a company. Additionally, any activity that has outcome is a process, and the knowledge and skills provided by operations management can be applied in many other functional areas as well. Thus the programme aims 1) to provide students with enhanced and deepened knowledge and skills to equip them for a carrier in a diverse range of business organisations, 2) develop the students' competence in applying a range of business and management skills to the practice of management, 3) develop the critical and analytical powers of the students in relation to management, 4) develop critical and analytical problem-based learning and the transferable skills to prepare the student for graduate employment, 5) enhance the development of the students' existing skills base, allowing for a cumulative learning experience.</p>
Learning Outcomes: Knowledge	<p>On completion of this course, successful students will be able to demonstrate</p> <p>critical insights into the role of operations in the value creation process;</p> <p>synthesised knowledge to recognize the different operating systems required to solve complex business problems;</p> <p>in-depth and critical knowledge and understanding of theoretical and conceptual grounding in operations management;</p> <p>critical evaluation of situations in the globalized business environment with special emphasis on supply chain management;</p> <p>consolidate, evaluate, select programmes to improve operational capabilities of the firm. (Heizer and Render (2011) define around one hundred learning objectives of operations management);</p>

	<p>identify strategic approaches to competitive advantage;</p> <p>understand the significance of key success factors and core competencies;</p> <p>understanding the necessity of simultaneous product and process development, identifying those process characteristics that provide product features required to compete.</p>
<p>Learning Outcomes: Skills</p>	<p>On completion of this course the successful student will be able to</p> <p>work efficiently and effectively both as an individual and as a member of a team;</p> <p>communicate and present an argument in the improvement process;</p> <p>deliver products and services effectively in timely manner at the required quantity and quality;</p> <p>synthesise, design and control operating systems, making long, medium and short term decisions;</p> <p>Referring to Heizer et al. (2017) again some important skills that can be gained by attaining at this course are the ability to</p>
	<p>13. identify bottlenecks of complex processes to make effective decisions in investments, to calculate productivity, to design and produce products and services with outstanding quality and inherent customer value, to attain the exceptional value that is consistent with the company mission and marketing objectives by close attention to design, procurement, production, and field service opportunities, to determine, design, and produce the production process and equipment that will be compatible with low-cost product, high quality, and a good quality of work life at economical cost, to collaborate with suppliers to develop innovative products from stable, effective and efficient sources of supply, to provide a good quality of work life, with well designed,</p> <p>safe, rewarding jobs (see for example cases like Benihana of Tokyo, Alaska Airlines).</p>
<p>Teaching and Learning Strategies:</p>	<p>Continuous learning is required. The learning process is checked at each class through presentation, case discussions and problem solving. Students acquire knowledge and skills through individual learning, working in groups, participation in business games, and working in teams to solve business problems and cases.</p>
<p>Assessment Scheme:</p>	<p>Students' knowledge, understanding and skills are assessed by individual and group coursework, presentations, performance in business games, and examinations.</p> <p>Classroom work: 15%</p> <p>Midterm exam: 15%</p> <p>Final exam: 70%</p>

<p>Essential/Core Learning Materials:</p>	<p>Harvard Business School cases identified above; Appropriate chapters of Heizer, Jay – Render, Barry – Munson, Chuck (2017): Operations Management: Sustainability and Supply Chain Management, 12th edition (Global Edition), Pearson</p> <p>Krajewski, L. J. - Malhotra, M. - Ritzman, L. (2019): Operations management: processes and supply chains, 12th edition, Pearson</p>
<p>Recommended/Optional Learning Material:</p>	<p>Chopra, Sunil – Meindl, Peter (2019): Supply Chain Management, 6th edition, Pearson</p> <p>Slack, Nigel – Brandon-Jones, Alistair - Johnston, Robert (2016): Operations Management, 8th edition, Prentice Hall</p>

Code	M17VFB03E	ECTS Credit: 6	
Module Title:	INTERCULTURAL BUSINESS COMMUNICATION		
Term:	fall		
Module Leader:	<i>Edit Bányai PhD</i>	Office Hours:	Tuesday 11.00-12.00
Telephone:		E-mail:	banyai.edit@ktk.pte.hu
Short Description:	The module is based on three pillars: culture, (business) communication and intercultural aspects of communication. The objectives are to improve knowledge about the nature of intercultural (business) communication with emphasis on intercultural business talks, and to develop skills in identifying pitfalls in cross- cultural communication, avoiding misunderstandings and conflicts through culturalintelligence.		
Sessions (weeks)			
1.	Introduction to the semester program. Creating a common understanding, goals and expectations. Team formation. Clarification of results and requirements. The nature of intercultural business communication.		
2.	What is culture? Culture and communication. Cultural differences in communication.		
3.	Business Communication Types. Oral and non verbal communication patterns.		
4.	Business Communication Types. Written communication patterns.		
5.	Cultural Shock		
6.	Global etiquette		
7.	Business and social customs		
8.	Intercultural negotiation Process. Persuasion. Decision-making.		
9.	Intercultural negotiation components. The great negotiator.		
10.	Development of Negotiation skills.		
11.	Presentations.		
12.	Presentations. Closing session: lessons of the module. final evaluation		

<p>Rationale Including Aims:</p>	<p>The aim of the course is to develop the students' competence in solving intercultural communication tasks, especially in business negotiations. The course intends to develop the knowledge of the student in relation to cultural differences, cultural intelligence and help them in applying their knowledge to avoid cultural misunderstandings, conflicts and to be able to negotiate successfully in intercultural environments. The course will enhance the development of the students' existing communication skills. The modules aim is to provide students with enhanced and deepened knowledge and skills to equip them for international activities.</p>
<p>Learning Outcomes: Knowledge</p>	<p>By the end of this module successful students will be able to understand why people from other cultures in certain situations behave in a surprising way, how culture impacts communication, and how intercultural communication works. They will understand the role of values and attitudes in (intercultural) communication, they will be able to identify the cultural differences in time management, in relation to the individual and to group, in problem solving, in making decisions, and in taking responsibility. They will learn how to analyse intercultural communication situations.</p>
<p>Learning Outcomes: Skills</p>	<p>The students will acquire the skills of making appropriate preparations for managing intercultural business situations, especially business negotiations with counterparts from other cultures, and of continuous improvement of their cultural intelligence. They will be able to apply the theories and practices relative to intercultural business activities. The module also has the objective to develop communications skills, both speaking and writing, and the skills of presentation.</p>
<p>Teaching and Learning Strategies:</p>	<p>This module will be taught through lectures, video and case study material and other assigned readings. It puts emphasis on teamwork, on student presentations and interactive discussions. Students are expected to read the material before class since active participation in class discussions is a requirement.</p> <p>A high emphasis is placed on participation in simulation exercises with subsequent coaching and feedback by both the teacher as an instructor as well as fellow classmates.</p> <p>Each exercise consists of an activity designed to get students thinking about, practicing, and discussing communication skills.</p>

<p>Assessment Scheme:</p>	<p>1 Final Examination 40 % (There is one resit opportunity)</p> <p>Written Assessment (individual): 10 % (Late written assessments lose 40 % of the obtained scores.)</p> <p>Course Work, Class Participation 50%</p> <p>group work (35 %)</p> <p>individual class room activity (15 %)</p> <p>Students must pass all of these elements to be deemed to have passed the module! (you have to achieve a minimum of 51% of each element to pass it)</p> <p>Bonus points: max. 10</p> <p>During the semester students can earn 10 extra points with active participation and meaningful comments. They can get max. 2 points per class. It will be only considered if the student reaches 51 % from the total score.</p>
<p>Further on Assessment:</p>	<p>Final exam is a written, closed book exam based on the topics covered during the semester exam (Lessons and the book listed in the core learning materials.)</p> <p>Presentation Requirements: The purpose of this assignment is to study and practice the process of social interaction by creating and delivering an oral group presentation, and giving feedback. The presentation needs to be a group effort. The list of topics will be available on the Neptun.</p>
<p>Core Learning Materials:</p>	<p>Lillian Chaney, Jeanette Martin (2014): Intercultural Business Communication, 6th Edition, Pearson, ISBN: 9780132971270, 0132971275, Chapters: 1., 3-11.</p> <p>Gelfand, M.J. – Brett, J.M. : The Handbook of Negotiation and Culture. Stanford University Press, Stanford 2004</p> <p>Part one: Chapters 3., 4., 5.</p> <p>Part two: Chapters 6., 7.</p> <p>At http://www.unice.fr/crookall-cours/iup_cult/docs/Gelfand%202004%20Handbook%20of%20Negotiation%20and%20Culture.pdf</p>
	<p>The International Negotiations Handbook. Success Through Preparation, Strategy, and Planning. A Joint Project from Baker & McKenzie and The Public International Law & Policy Group (2007) at https://static1.squarespace.com/static/5900b58e1b631bffa367167e/t/59f35bdd692670b730f26ac6/1509120994315/International%2BNegotiations%2BHandbook+%281%29.pdf</p> <p>Slides of the lectures</p>

<p>Optional Learning Material:</p>	<p>Bovee, Thill (2019): Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, 8th Edition, Peason, ISBN-13: 9780134729572</p> <p>Primecz, H. – Romani, L. – Sackmann, S.: Cross-Cultural Management in Practice. EdwardElgar Publishing. 2011</p> <p>Maude, B. : Managing Cross-Cultural Communication. Palgrave Macmillan, 2011</p> <p>Christopher W. Moore and. Peter J. Woodrow(): Handbook of global and multicultural negotiation / at http://blogs.unpad.ac.id/teddykw/files/2012/06/Handbook-of-Global-and-Multicultural-Negotiation-Christopher-Moore.pdf</p> <p>Baker & McKenzie and PILPG: The International Negotiation Handbook. 2007.</p> <p>http://www.bakermckenzie.com/files/Uploads/Documents/Supporting%20Y our%20Busin ess/Featured%20Services/bk_internationalnegotiationshandbook_dec07.pdf</p> <p>Day, Jeremy: International Negotiations. Cambridge University Press, 2012</p> <p>Gesteland, R. Cross-cultural Business Behaviour. Copenhagen Business School Press •Universitetsforlaget, 2012</p> <p>http://www.bogeroGPapir.dk/productsamples/9788763099356.pdf</p>
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Code	M17VFA03E	ECTS Credit: 6	
Term:	fall	Level:	2
Module Title:	ENTREPRENEURIAL FINANCE		
Module Leader:	Dr. Monika Kuti, PhD assistant professor	Office Hours:	via email
Telephone:	+36-72/501-599, 23124	E-mail:	kutim@ktk.pte.hu
Short Description:	<p>On the course we examine how to raise funds for different phases in entrepreneurial growth. The course will navigate you through a wide range of financing forms, including crowdfunding, business angels, VCs, bank finance and the importance of financial flexibility. You will learn how to develop your own crowdfunding campaign on pecs.hubbub.net. Advanced valuation techniques will also be addressed to enhance your understanding of value creation. FinTech revolution will also be revealed for you so that you can think in terms of technological innovation available for entrepreneurs.</p>		
Sessions (weeks): 14			
Schedule is tentative and subject to change.			
1.	Stages in entrepreneurial finance		
2.	Cash flow management		
3.	Crowdfunding and open source innovation		
4.	Characteristics of donation-, reward-, equity- and debt-based crowdfunding		
5.	Equity financing: angels, VCs, private equity		
6.	Bank finance and covenant design		
7.	Financial distress and financial failure		
8.	<i>Fall break</i>		
9.	Advanced techniques for enterprise valuation		
10.	Risk management and hedging tools for entrepreneurs		
11.	Financial flexibility		
12.	Access to sustainable finance for socially responsible entrepreneurs		
13.	FinTech and technological disruption in finance		
14.	Presentation of crowdfunding campaign developed on pecs.hubbub.net		

Rationale Including Aims:	<p>To become familiar with the different forms of finance available for different investment needs during entrepreneurial life cycle</p> <p>To grasp information asymmetry problems of financiers.</p> <p>To know the structure and the logic of business valuation.</p> <p>To understand the difference between the motives of finance providers.</p> <p>To be able to determine the main drivers of the value creation.</p> <p>To know how to communicate to different investors.</p> <p>To work with others within a team.</p>
Learning Outcomes: Knowledge	<p>Discuss the importance how to make relevant financing decisions for entrepreneurship and innovation.</p> <p>Recognize the difference between theory and practice of entrepreneurial finance.</p> <p>Describe the mechanics of fundraising.</p> <p>Demonstrate the ability to participate effectively as a team member or leader.</p> <p>Prepare and deliver persuasive presentations.</p>
Learning Outcomes: Skills	<p>Analyze pros and cons of any financing alternatives.</p> <p>Articulate the level of financial flexibility.</p> <p>Identify and assess crowdfunding opportunities and campaign quality.</p> <p>Use the risk management techniques as an entrepreneur.</p>
Teaching and Learning Strategies:	<p>The lectures, readings, exercises and projects challenge you to think critically about the fundraising options open for entrepreneurs. Learning-based crowdfunding will be a new teaching method to build relevant competences and to foster group work. You can raise funds directly to your business ideas via pecs.hubbub.net. Professionals will be invited to discuss finance related issues and to contract theory with reality. For group assignment you will have to formulate groups of 3 on the first week.</p>
Assessment Scheme:	<p>Boostrapping plan, crowdfunding campaign development, matching VC venture selection criteria – 40%</p> <p>Credit analysis and bankruptcy prediction – 20%</p> <p>Valuation techniques – 20%</p> <p>Risk analysis – 10%</p> <p>Class participation – 10%</p>
Further on Assessment:	<p>Class participation will be assessed on your contribution to class discussions.</p>

Core Learning Materials:	<p>Rogers, S, Makonnen, R. (2014): Entrepreneurial finance. McGraw-Hill Education.</p> <p>Smith, J. K; Smith, R. L.; Bliss, R. T. (2011): Entrepreneurial Finance. Strategy, Value and Deal Structure. Stanford University Press</p> <p>Arner, Douglas W. and Barberis, Janos Nathan and Buckley, Ross P., The Evolution of Fintech: A New Post-Crisis Paradigm? (October 1, 2015). University of Hong Kong Faculty of Law Research Paper No. 2015/047. Available at SSRN: http://ssrn.com/abstract=2676553</p> <p>Articles and case studies published on Neptun MeetStreet</p>
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Code	M17VFB01E	ECTS Credit: 6	
Term:	fall	Level:	MASTER
Module Title:	PROJECT MANAGEMENT		
Module Leader:	Dr. Ákos Jarjabka, PhD	Office Hours:	agreed with students
Lecturer	Dr. Norbert Sipos, PhD	Office Hours	Thursday 11:00-12:15 B221
Telephone:	+36-72-501-559/23369	E-mail:	sipos.norbert@tkk.pt e.hu
Short Description:	<p>The importance of the projects is undoubtedly high in nowadays business management. It is due to two reasons: on the one hand, it is a key to success of the realization and implementation of non-operationalizable and big volumed problems. On the other hand, it is an essential financial source to those project proposals in line with the main priorities of the European Union. The course aims to clarify for students possible cooperation between general management and project management.</p> <p>The course helps to get familiar with the concept of project, megaproject to understand their role in portfolio management, program management, project management and organizational project management. The learning process is strengthened by the Microsoft Teams project management software.</p>		
Sessions (weeks): 14 (1 st week is registration, 7 th week is break)			
The schedule is tentative and subject to change.			
1. (date)	<i>Chapter 1</i>		
	Why Project Management. Formation of student project teams. Familiarization with the Microsoft Teams project management software.		
2. (date)	<i>Chapter 2</i>		
	The Organizational context: strategy, structure and culture		
3. (date)	<i>Chapter 3</i>		
	Project selection and portfolio management		
4. (date)	<i>Chapter 4</i>		
	Leadership and the project management		
5. (date)	<i>Chapter 5</i>		
	Scope Management. Validation of formed Project teams' idea.		

6. (date)	<i>Chapter 6</i>
	Risk management
7. (date)	Break
8. (date)	<i>Chapter 8</i>
	Cost estimation and budgeting
9. (date)	<i>Midterm report</i>
	Student presentation of the project proceedings
10. (date)	<i>Chapter 9-10</i>
	Project scheduling: network, duration, estimation, critical path, lagging, crashing, activity network
11. (date)	<i>Chapter 11</i>
	Advanced topics in planning and scheduling: agile and critical chain
12. (date)	<i>Chapter 12</i>
	Resource management
13. (date)	<i>Chapter 13-14</i>
	Project evaluation and control, closeout and termination
14. (date)	<i>Final report</i>
	Student presentation of the projects
Rationale Including Aims:	To integrate general management approach with the unique characteristics of project management and to show students how to handle projects in and out of an entrepreneurial context.
Learning Outcomes: Knowledge	The following techniques and methods will be discussed: SMART, PDCA, CPM, MPM, Logframe-matrix, Gantt diagram, scope/problem tree, project force field, etc. From the organizational side, different elements are influencing the success of the projects such as organizational factors, stakeholders and governance, project team and project life-cycle. We will determine project typology, then further evaluate project management processes, with emphasis on integration, scope, time, quality, cost, risk and human resource management.

<p>Learning Outcomes:</p> <p>Skills</p>	<p>The following skills will be developed:</p> <ul style="list-style-type: none"> • teamwork • autonomy in problem identification, • problem analysis and solution • analytical and synthetic skills • communication • conflict management • creative and innovative thinking • team-based learning • precision • system-based decision strategy • use of the trello project management software
<p>Teaching and Learning Strategies:</p>	<p>In the first two weeks, we will focus on the principal elements of the projects with a fewer emphasis on teamwork; then it will be the primary framework of teaching. Each week there will be time spent with:</p> <ul style="list-style-type: none"> • theories, • cases, • discussion, and • practical exercises. <p>Every element is essential to achieve course objectives. Therefore it is expected from the students to read the relevant textbook chapter in advance to be able to discuss the content.</p> <p>The students have to create a full project proposal by the end of the course. Their progress with this task will be controlled two times during the course (First at validation of the team's idea, the second time at the midterm report), They have to hand in a final report at the end of the semester. This structure ensures that students face the different problems of project management step by step and allows them to develop the necessary skills and knowledge incrementally. Students have to present the reports in a simulated situation which requires different readiness and presentation strategy.</p>
<p>Assessment Scheme:</p>	<p><i>Project validation – 10%</i></p> <p><i>Mid-term report – 30%</i></p> <p><i>Final presentation – 50% 10% for solving case studies</i></p>

Further on Assessment:	<p><i>Project validation – 10% (max. 5 page long project proposal, 10 minutes of presentation in front of a Board Management, situation simulation or separate consultation with the professor)</i></p> <p><i>Mid-term report – 30% (min. 20 page long project proposal, 20 minutes of presentation in front of an extended management with participants of different functional areas, simulated situation)</i></p> <p>Final report – 50% (min. 40 page long final project proposal, 20 minutes of presentation, 10 minutes of Q&A, extended management and involving external professionals, simulated situation).</p> <p>10% can be earned by solving book embedded case studies.</p>
Core Learning Materials:	<p>Textbook:</p> <p>Pinto, J. K.: Project Management: Achieving Competitive Advantage, 4th ed., 2016. ISBN-13: 9781292094793</p>
Further Reading Materials:	<p>Project Management Institute: A Guide to the Project Management Body of Knowledge, 5th ed., 2013., ISBN-13: 978-1935589679</p>
Policy on attendance:	<p>At maximum 3 absences are allowed during the semester.</p>
Policy on late arrival:	<p>At maximum 5 minutes of late arrival will be allowed three times in a semester. More than 5 minutes of late arrival is equal to an absence.</p>
Academic misconduct:	<p>It is required to solve every exercise based on own work, it is not allowed any form of plagiarism.</p>

Year 2 (spring + fall)

Code	M17VFB05E	ECTS Credit: 6	
Module Title:	BUSINESS INTELLIGENCE		
Term	spring		
Module Leader:	Dr. Ferenc Kruszlicz, PhD.	Sessions	
Telephone:	+36-72/501-599, 23113	E-mail:	kruzsliz@ktk.pte.hu
Short Description:	<p>Business Intelligence generally is about how decision making processes can be improved through various interaction with data. The course focuses on data analytics application of internal and external enterprise data sources. The course structure follows the steps of the industrial standard CRISP-DM methodology. After a concise introduction to the data warehouse and the multidimensional data model, the typical data mining task are detailed. The semester is dedicated to predictive modeling tools, followed by frequently used descriptive models. These issues are illustrated by real world examples with special emphasis given to Machine Learning. Related case studies are discussed and solved by recent data mining softwares as hands-on experimentation with algorithms.</p>		
Sessions (weeks): 14 (7 th week is break) <i>Schedule is tentative and subject to change.</i>			
1. week	<i>RA: 1st part of BInDM chapter 1 & BInDM chapter 12</i>		
	Introduction (BI Terminology, Big Data)		
2. week	<i>RA: 1st part of BInDM chapter 4 & BInDM chapter 13</i>		
	Data (Data Quality, Data Modeling Primer, CRISP-DM)		
3. week	<i>RA: 2nd part of BInDM chapter 1 & BInDM chapter 3</i>		
	Exploring Data (Visualization, Data Warehouses, OLAP Operations)		
4. week	<i>RA: 2nd part of BInDM chapter 4</i>		
	Data Analytics (Data Mining, Data Preprocessing, Data Cleaning)		
5. week	<i>RA: BInDM chapter 5</i>		

	Classification Model (Nearest-Neighbor Classifier, Decision Tree Classifiers, Decision Borders)
6. week	<i>RA: 1st part of PAnDM chapter 4</i>
	Classification Evaluation (Validation, Performance Metrics, Overfitting)
7. week	<i>Break</i>
	No class this week
8. week	<i>RA: 2nd part of PAnDM chapter 4</i>
	Statistical Classification Bayesian Classifier, Rules based Classifiers
9. week	<i>RA: BInDM chapter 7</i>
	Machine Learning Artificial Neural Networks and Applications
10. week	<i>RA: BInDM chapter 9</i>
	Association analysis (Frequent Itemset, Association Rule Generation, Performance Measures)
11. week	<i>RA: BInDM chapter 8</i>
	Segmentation (Prototype, Hierarchical Clustering Methods)
12. week	<i>RA: PAnDM chapter 7</i>
	Segmentation Evaluation (Model evaluation, Density Based Clustering, DBSCAN and SOM)
13. week	<i>RA: BInDM chapter 10 & BInDM chapter 11</i>
	Unstructured Data (Text Mining, Web Mining, Sentiment Analysis)
14. week	<i>Project presentations</i>
	Midterm test

<p>Rationale Including Aims:</p>	<p>Achieving the course students will recognize data analytics aspects and requirements of business intelligence problems. They will be able to actively manage and efficiently participate in data mining projects. Additionally to understanding of popular data mining techniques students have knowledge to identify advantages and limitations of these tools. Based on their solid practical skills using data mining softwares students can perform powerful data analysis, or build and implement automated applications.</p>
<p>Learning Outcomes: Knowledge</p>	<p>Differentiate traditional and data mining tasks.</p> <p>Recognize data warehouse and data mining functionalities. Able to follow knowledge discovery methodologies.</p> <p>Describe data mining primitives, languages, and system architectures. Define current state and requirements in data mining research.</p> <p>Sense on security and social issues of data mining.</p> <p>Understand the foundation of machine learning and its various learning strategies.</p>
<p>Learning Outcomes: Skills</p>	<p>Apply data preprocessing techniques to improve data quality. Use data mining software and understand its process flow.</p> <p>Able to scale the known techniques on large databases.</p> <p>Perform standard analytics (classification, rule generation, anomaly detection). Match business problems to appropriate analytic tasks.</p>
<p>Teaching and Learning Strategies:</p>	<p>Theoretical foundations strictly follow the text book. Reading assessments are short quizzes used for measuring the preparation level. Presentations and other supplementary course materials are provided. In class the selected topic is discussed and small scale illustrative examples and exercises are solved. The corresponding computer lab exercises are simulated data mining projects of different fields and real data sets. Students have to read the case study and do the basic data exploratory steps in advance, and group work is allowed. Along with the course progresses less detailed instructions are given and the data analytic goals are getting more ambiguous. Midterm exams based on similar exam cases, where students have to understand and build a working model on computer, evaluate it, and interpret the results.</p>

<p>Assessment Scheme:</p>	<p>Reading assessment: 15% Group problem solving: 15%Midterm test: 35% Final exam: 35%</p> <p>Reading assessment (RA): Each quiz is based on the weekly topic and availableonline. Before class reading tests contain 5 questions about the current book chapter. (Not available in exam course.)</p> <p>Group problem solving (GPS): Groups of 3-4 students work on small case studies, and submit they solutions to 5 questions on a weekly bases. (Not available in examcourse.)</p> <p>Midterm tests: A practice focused exam case must be solved using the computer.Any kind of additional resources are allowed to use, except communication.</p> <p>Midterm resit opportunity is scheduled at the first week of the exam period.</p> <p>Final exam: Students have to answer questions in written form from selected partsof the core materials of the course. The exam may contain end of chapter exercises.</p>
<p>Core Learning Materials:</p>	<p>[BInDM] Anil Maheshwari: Business Intelligence and Data Mining (Big Data and Business Analytics) Business Expert Press 2014, (1st Edition) ISBN: 978-1631571206,pp. 180</p> <p>[PAnDM] Bala Deshpande, Vijay Kotu: Predictive Analytics and Data Mining (Concepts and Practice with RapidMiner) Morgan Kaufmann Publishing 2014, (1stEdition) ISBN: 978-0128014608, pp. 446</p>
<p>Optional Learning Material:</p>	<p>Pang-Ning Tan, Michael Steinbach, Vipin Kumar, Anuj Karpatne: Introduction toData Mining, Pearson 2012, (2nd Edition) ISBN: 978-0-13-312890-1, pp. 792</p> <p>Markus Hofmann, Ralf Klinkenberg: RapidMiner: Data Mining Use Cases and Business Analytics Applications, Chapman & Hall/CRC, 2013 ISBN: 1482205491, pp.525</p>

Module number	M17VFB11E		
Module Title:	E-COMMERCE		
Lecturer:	Katalin ATANAZOVNÉ HARTUNG	Office Hours:	B121 discussed via email
Term:	spring	ECTS	6
Telephone:	72/501-500/23145	E-mail:	hartungk@ktk.pte.hu
Short Description:	The course offers an overview of modern enterprise information systems, introduces patterns and solutions in e-Business and e-Commerce, relating mostly the business attitude towards using new ICT technologies. Lectures, articles and case studies help to understand basic ideas, theories and methodologies. Studentswork individually and also in teams to investigate real world cases and to create analytical reports on discussed facts.		
Sessions (weeks):			
1.	sept 3	Introduction, course requirement. Introduction to E-commerce. <i>Laudon: chapter 1</i>	
2.	sept 10	E-commerce infrastructure. <i>Laudon: chapter 2</i> 1Article: Bradbury D (2014): Unveiling the dark web. <i>Network Security</i> ,04Case study 1+ Home assignment 1	
3.	sept 17	Building an E-commerce presence <i>Laudon: chapter 3</i> 2Article: Zhou L et al (2018): Percieved information transparancy in B2C e-commerce:An empirical investigation. <i>Information&Management</i> 55, 912-927 Case study 2+ Home assignment 2	
4.	sept 24	E-commerce security and payment systems <i>Laudon: chapter 4</i> 3Article: Barkatullah A H (2018): Does self-regualtion provide legal protection and security to e-commerce consumers? <i>Eletronic Commerce Research and Applications</i> 30,94-101 Case study 3+ Home assignment 3	
5.	oct 1.	E-commerce business strategies <i>Laudon: chapter 5</i> 4Article: Brozowska A, Bubel D (2015): E-business as a new trend in the economy. <i>Procedia Computer Science</i> 65, 1095-1104 Case study 4+ Home assignment 4	

6.	oct 8	E-commerce marketing and advertising <i>Laudon: chapter 6</i> 5 Article: <i>Hudák M, Kianickova E, Madlenak R (2017): The importance of e-mail marketing in e-commerce. Procedia Engineering 192, 342-347</i> Case study 5+ Home assignment 5
7.	oct 15	Midterm exam
8.	oct 22	<i>Autumn break: no class</i>
9.	oct 29	Social, mobile, and local marketing <i>Laudon: chapter 7</i> Guest lecturer: <i>László Csóka on googleAds</i> Case study 6 + Home assignment 6
10.	nov 5	Ethics, law, and e-commerce <i>Laudon: chapter 8</i> 6 Article: <i>Srinivas, Das, Cumar (2019): Government regulations in cyber security: Framework, standards and recommendations. Future Generation Computer Systems 92, 178-188.</i> Case study 7 + Home assignment 7
11.	nov 12	Online media <i>Laudon: chapter 9</i> 7 Article: <i>Li C-Y, Ku Y-C (2018): The power of thumbs-up: Will e-commerce switch to social commerce? Information & Management 55, 340-357</i> Case study 8+ Home assignment 8
12.	nov 19	E-commerce retailing and services <i>Laudon: chapter 11</i> 8 Article: <i>Nisar T M, Prabhakar G (2017): What factors determine e-satisfaction and consumer spending in e-commerce retailing? Journal of Retailing and Consumer Services 39, 135-144</i> Guest lecturer <i>Máté Knausz, head of marketing department of Tom Market + Home assignment 9</i>
13.	nov 26	B2B E-commerce <i>Laudon: chapter 12</i> Jack Ma keynote speech: E-commerce in China Home assignment 10
14.	dec 3	Final exam
Aims:		e-Solutions are found everywhere as companies realize the need for preserving / enhancing competitiveness. Globalization progress and the worldwide economic crisis demonstrated the power of new ICT solutions in innovation, in inter-operability, in efficiency. Even public and non-profit sector starts using Web 2.0 and 4.0 solutions, mobile systems, etc. Business managers have to be aware of the real background of these “buzzword-techniques”, usability, costs and benefits

	when creating new business strategies.
Learning Outcomes: Knowledge	<p>On successful completion of this module, the student will be able to demonstrate</p> <p>in-depth and critical knowledge of modern terms of corporate information systems;</p> <p>in-depth and critical knowledge of strategic role of business decision support via ICT, the origin of inter-corporation e-technologies, the emerge of e-commerce: models, techniques from planning to sales and analysis;</p>
	<p>in depth and critical knowledge of more terms of e-Commerce processes: eSCM, eHR, eCRM, sharing economy. Ideas and frames for creating eBusiness and eCommerce strategies;</p> <p>synthesis of different concepts in eCommerce through case studies.</p>
Learning Outcomes: Skills	<p>On successful completion of this module, the student will be able to collect, find and critically analyze relevant data, information, statistics of this business progress</p> <p>critically analyze existing business models through online investigation.</p> <p>create small reports on specific models and solutions based on real business cases synthesizing theoretical material and ideas;</p> <p>create small cost/benefit analyses to synthesize models in SME environment;</p> <p>evaluate options for management action.</p>
Teaching and Learning Strategies:	<p>Students face at short lectures with a textbook background. According to MSc level requirements, a large emphasis is put on reading analytic reports and discussing small classroom-cases. As we have a weekly labwork time, first individuals, then small teams can work on smaller problems (data collection, analysis, summary and presentation) and on creating a larger business availability report, using the learnt terms, models and processes.</p> <p>This module builds on the theoretical and methodological foundation provided by Information Systems, Quantitative Methods and Marketing.</p>

<p>Assessment Scheme:</p>	<p>Students are working in team with 2-4 members'. Scores are divided within the team.</p> <p>Teams work: first on "Classwork-type" short tasks in situ, then on larger "Projectwork" assignments. All lab classes have student pre-presentations by the teams on a given topic.</p> <p>Team Projectwork #1 (classroom case studies+home assignments /2% each/, max20%)</p> <p>Team Projectwork #2 (team presentation of an article, 10%)</p> <p>Team Projectwork #3 (analysis of a selected company's online activity, 12%)</p> <p>Late assignments automatically attract a 40% penalty against your score, unless there are exceptional circumstances approved by the instructor.</p> <p>Midterm exam (18%).</p> <p>An unseen final, discussion-type written exam (40%, 2 hours long), based on textbook chapters (lectures), articles and on discussed business cases.</p> <p>Fail under 51%, Poor - 65%, Fair - 75, Good - 85% Excellent - above. Absence is accepted up to 25% of the course.</p>
<p>Core Learning Materials:</p>	<p>Lauden, KC: E-commerce 2019. Business. Technology. Society. Pearson Education Limited, 2019.</p> <p>Lecture notes and hand-over case texts and articles.</p>
<p>Recommended</p>	<p>Martínez-López, F.J.: Handbook of Strategic e-Business Management. Springer, 2014.</p> <p>Laudon, KC – Laudon, JP: Management Information Systems, Prentice, 1997</p> <p>F. Hoque: e-Enterprise. Business Models, Architecture, Cambridge Univ. Press 2000.</p> <p>Hartman – Sifonis: Net Ready: Strategies for Success in the E-Economy, McGraw-Hill, 2001</p>

Code	M17VFA05E	ECTS Credit: 6	
Module Title:	APPLIED VENTURE VALUATION		
Term:	spring		
Module Leader:	Dr. András Takács, Habil, PhD. Associate professor	Office Hours:	Wednesday 8:00-09:00
Telephone:	+36-72/501-599, 23277	E-mail:	takacsandras@ktk.pte.hu
Short Description:	The objective of this course is to discuss the content of financial statements coming from international accounting systems (US GAAP, IFRS), and then to build up students' ability to appropriately select and apply different valuation methods and thus to determine the intrinsic value of any company, with a special focus on the International Valuation Standards (IVS).		
Sessions (weeks): 14			
1-2.	The structure and content of financial statements, the main valuation rules and the presentation of transactions under the Hungarian Accounting System (HAS), structure and content of financial statements under the US Generally Accepted Accounting Principles (US GAAP) and under the International Financial Reporting Standards (IFRS).		
3.	Consolidated statements, the process of consolidation.		
4.	The necessity of company valuation. Basic principles.		
5.	Analysis of financial statements based on financial ratios.		
6.	Midterm exam. Net asset-based methods: liquidation value, book value, substantial value.		
7.	Valuation with multiples. Discounted Earnings and Discounted Cash Flow (DCF) methods.		
8.	Combined methods. Discounts applied in valuation. Value added based methods. Comparison of different valuation techniques. Choosing the right method.		
9-10.	International Valuation Standards 2017 (IVS 2017).		
10.	Guest lecture.		
11.	Discussion of valuation problems based on IVS 2017.		
12.-13.	Working out students' own valuation tool.		
14.	Summary of the semester, practicing for the final exam.		

Code	M17VFB04E	ECTS Credit	6
Term:	spring	Level:	6
Module Title:	TUTORIAL: START-UP DEVELOPMENT		
Module	Dr. Zsolt BEDŐ, PhD.	Office	Monday: 0800-1000
Leader:	Assistant professor	Hours:	
Telephone:	72 501 599/23436	E-mail:	zsoltbedo@ktk.pte.hu
Short Description:	<p>This course is the continuation of the Entrepreneurship and Business Model Generation course. In that you have created a business model around a socio- economic problem, you have partly validated it on your target market, but an in depth analysis, validation design and implementation was not pursued. The objective of this course is to take you through this in depth process in a very practical way in order to allow you to implement your product/service. In this implementation process the creation of an MVP will be necessary for you to be able to receive valuable and real feedback from your stakeholders. Throughout the course you will be exposed to new problems that you will have to solve using all the tools you have acquired in the framework of the IE.</p>		
Sessions (weeks): 14			
The syllabus is tentative and subject to change.			
1. (02.07.)	<p>Introducing the course, talking about entrepreneurship</p> <p>Video discussion: https://www.youtube.com/watch?v=BErt2qRmoFQ</p> <p>Assignment:</p>		
2. (02.13. 11:00- 14:00)	<p>Field trip: 3D Center of the University of Pecs How can 3D technology help solving problems?</p>		

3. (02.21.)	<p>What is design thinking? Design thinking practice.</p> <p>Video discussion: https://www.youtube.com/watch?v=sR6P5QdvlNk</p> <p>Assignment:</p> <p>Create your 50 element Bug list</p> <p>Select a Bug you want to solve and evaluate it. (5%)</p>
4. (02.28.)	<p>Problem – solution fit. How do you know that the problem you found is the problem of many? What is the value proposition of your solution?</p> <p>Video discussion: https://www.youtube.com/watch?v=bEusrD8g-dM</p> <p>Assignment: Finalize the value proposition of your solution. (5%)</p>
5. (03.07.)	<p>Who is your target audience? Who are the people you will talk to first and why? How are you going to scale your project up? How are you going to form your first hypothesis?</p> <p>Video discussion: https://www.youtube.com/watch?v=WAuDCOI9qrk</p> <p>Assignment:</p> <p>Finalize your personas.</p> <p>Generate the list of your hypothesis. Go out and start experimenting. (5%)</p>
6. (03.14.)	<p>Discussion on the business model and on the Lean business model canvas.</p> <p>Video discussion: https://www.youtube.com/watch?v=Mtjatz9r-Vc</p> <p>Assignment:</p> <p>Finalize your Lean and business model canvas.</p> <p>Build your system of hypothesis. (5%)</p>

7. (03.21.)	<p>Show, don't discuss. What is an MVP? How will your MVP take you closer to better experimentation? Build your MVP.</p> <p>Video discussion: https://www.ted.com/talks/navi_radjou_creative_problem_solving_in_the_face_of_extreme_limits</p>
8. (03.28.)	<p>You should have the right side of your business model (1) hypothesized and (2) validated with the use of your MVPs.</p> <p>Video discussion: https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_startups_succeed?language=en</p>
9. (04.04.)	<p>Discussion on the resource side of your business models.</p> <p>Assignment:</p> <p>Validate your assumptions on the resource side. Make sure you have the sufficient resources to deliver your value proposition. If needed develop a new MVP for your experiments. (5%)</p>
10. (04.11.)	Spring break
11. (04.18.)	<p>Business model innovation: platform business models. What are they, how do they work, why are they so popular?</p> <p>Video discussion: https://www.ted.com/talks/travis_kalanick_uber_s_plan_to_get_more_people_into_fewer_cars</p> <p>s#t-41917</p> <p>Assignment:</p> <p>How can your solution be turned into a platform or how can you capitalize by connecting to a platform? (5%)</p>
12. (04.25.)	<p>Fund your project. What is your funding need, what should you look out for when requesting capital?</p> <p>Assignment:</p> <p>Finalize your finances: cost, revenue, funding needed. (5%)</p>

13. (05.02.)	Finalizing the pitch, collecting all materials, viewing all visuals of the product/service.
14. (05.06.)	<i>Final Pitch</i> (Exhibition – 5%, Pitch – 10%)
15. (05.09.)	Discussion on your pitch, analysis of the communication and on the feedback you received from the panel. What are the next steps in developing your project?
Rational Including Aims:	This module is the practical implementation of the knowledge acquired until this point in the form of developing an entrepreneurial venture. Students will advance in their theoretical knowledge specifically in developing the business model around the initiative and will incorporate all knowledge elements acquired. Real life engagement with all the stakeholders of the project will be required that will develop skills necessary outside the classroom.
Learning Outcomes: Knowledge	On the completion of this course you should be able to: identify business opportunities in a given socio-economic context, recognize the necessary resources required for the pursuit of the solution of the problem, collect data and information on market conditions, critically evaluate and identify the business opportunity in the competitive environment, differentiate between ideas and implementable business opportunities, explain and argue your solution.
Learning Outcomes: Skills	On the completion of this course you should be able to: Appreciate context, engage others, and make thoughtful decisions while examining their consequences, work in groups, play a role within the group, delegate tasks, resolve conflicts, construct holistic argumentations for your solution, rank options when making decisions, synthesize information from multiple sources coming from the real life environment of your project.

<p>Teaching and Learning Strategies:</p>	<p>The lectures, readings, exercises and projects challenge you to think critically, appreciate context, engage others, and make thoughtful decisions while examining their consequences. From these, you will gain unique perspectives on how to combine imagination, intuition, reasoning and skills to derive creative solutions to practical business problems.</p> <p>You are also expected to contribute to the learning environment by engaging in intellectual discourse with the instructor and other students. Translated: read and prepare ahead, especially for projects where you apply what you've learned. Be "creative" in addressing individual and group assignments, but also critically assess</p> <p>and develop an appreciation for the dynamics involved in group attempts to "create"</p>
<p>Assessment</p> <p>Scheme:</p>	<p>Finalized business plan document - 30%</p> <p>Class engagement – 5%</p>
<p>Further on Assessment:</p>	<p>Field work: Visiting the 3D center of the University of Pecs.</p> <p>MVP: The evaluation of your minimum viable product, was it appropriate to assess the market need, demand, what have been the feedbacks, how will you pivot it as a result? Report.</p> <p>Visuals: What are the visual tools of your project that you use for communication to your stakeholders? Are they appropriate for the target market?</p>

<p>Core learning material:</p>	<p>Benjamin Edelman_How to launch your digital platform, HBR, 2016.</p> <p>Charlie Brown_3 questions before adopting a platform business model, HBR, 2016.</p> <p>Nathan Furr_transitionaing your company from a product to a platform, HBR,2016.</p> <p>When platforms attack, HBR.</p> <p>Zhu_Furr_Product to platform, Making the leap, HBR, 2016.</p> <p>Brad Power_Building a software startup inside GE, HBR, 2015.</p> <p>Derek Lodow_Ditch the start up pitchDit, HBR, 2014.</p> <p>Hathaway_Startup capital spreading across the US, HBR, 2015.</p> <p>Hockberg, et al. Top 20 accelerators in the US, HBR, 2015.</p> <p>Mullins_Use customer cash to finance your start up, HBR, 2013.</p> <p>Mullins_VC funding can be bad for your startup, HBR, 2014.</p> <p>Ulukaya_Growing a startup without outside investor, HBR, 2013.</p> <p>Steve Blank_Why lean start up changed everything, HBR, 2013.</p> <p>Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1</p> <p>Start Up Nation, Dan Senior and Saul Singer, 2011.</p> <p>Lean Startup, Eric Ries, 2010.</p> <p>THE NUTS & BOLTS OF GREAT BUSINESS PLANS, Michael H. Moris</p>
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<p>Further reading materials:</p>	<p>International Small Business Journal Journal of Business Venturing Journal of Small Business and Enterprise Development Entrepreneurship Theory and Practice Entrepreneurship and Regional Development Journal of Developmental Entrepreneurship Journal of Small Business Management International Journal of Entrepreneurial Behaviour and Research Small Business Economics Family Business Review</p>
<p>Policy on attendance and class engagement:</p>	<p>Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More “noise” does not equal higher core. Participation grades will be given on the following basis:</p> <p>5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion</p> <p>4 – Present, asking/answering questions, actively engaged</p> <p>3 – Present, listening, but not sharing ideas</p> <p>2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences</p> <p>1 – Regular no-shows. Failure to give valid reasons for multiple no-shows.</p>
<p>Policy on late arrival:</p>	<p>On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.</p>

<p>Academic misconduct:</p>	<p>All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies.</p> <p>Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior.</p> <p>Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs.</p> <p>A zero for that exam or project will be entered for the grade.</p> <p>Severe cases of academic dishonesty may include harsher penalties such as suspension.</p> <p>Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle.</p> <p>Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.</p>
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Code	M17VFA04E	ECTS Credit	6
Term:	fall	Level:	6
Module Title:	STRATEGIC MANAGEMENT		
Module Leader:	Dr. Márta Somogyvári, PhD associate professor	Office Hours:	Thursday: 10:00 am – 11:00am
Telephone:	+36-72/501-599-23384	E-mail:	somogyv@ktk.pte.hu
Short Description:	This course focuses on important current issues in strategic management. It will concentrate on modern analytical approaches with an emphasis on scenario analysis and system theory. The course is intended to provide the students with a holistic view and a pragmatic approach that will guide the formulation and implementation of corporate, business, and functional strategies in order to develop sustainable competitive advantage in a changing and challenging international business environment.		
Sessions (weeks): 13			
Schedule is tentative and subject to change.			
1.	Introduction. The strategy formulation process. Strategic competitiveness. Life strategy.		
2.	External environment: general and industry environment,		
3.	Internal environment: Resources, capabilities, competitive advantage. Strategic assessment of a company.		
4.	Rivalry		
5.	Visiting the Hungarian Company Terran		
6.	Scenario analysis		
7.	Early warning signals		
8.	Business wargame simulation I		
9.	Midterm		
10.	Disruptive strategy (digital disrupters)		
11.	Ethics and social responsibility		
12.	Global strategy		

13.	Business Wargame simulation II
	Final exam
Rationale Including Aims:	<p>This course aims to enable students to analyze and formulate business and corporate level strategy for existing and new companies.</p> <p>The course targets that students (among others)</p> <p>understand the importance of strategy</p> <p>apply important analytical methods that underlie business strategy</p> <p>identify the competitive advantage of a company</p> <p>understand new business models that transform how organizations create and harness value</p> <p>work effectively as a team</p>
Learning Outcomes: Knowledge	<p>Internal and external factors that shape the strategy of a company and/or whole industries</p> <p>The strategy formulation and implementation process</p> <p>Methods to describe the future strategic environment</p> <p>Holistic view of a company as a value creating system with functional subsystems connected to society and environment</p>
Learning Outcomes: Skills	<p>Analyzing complex ill-structured problems</p> <p>Developing a system view of a company</p> <p>Monitoring the environment</p> <p>Strategic foresight and capability to communicate and visualize the challenge of possible futures</p> <p>Formulating strategy for new player, creating new business models</p> <p>Identifying strategic options for companies and industries</p>

Teaching and Learning Strategies:	<p>Students will have to engage in individual and team work as well. It is expected that students read for the classes ahead the selected papers and/or textbook chapters in order to participate in class discussion. Every team is expected to visit a company, make an interview with the strategic leader and analyze and evaluate the strategy of that particular firm. The second part of the semester paper is an individual assignment, students have to elaborate a strategy for a startup.</p>
Assessment Scheme:	<p>Final assignment – 20% Midterm – 10% Semester paper – 40% : Class engagement – 30%</p>
Further on Assessment:	<p>Final exam requires that students analyze a business case and demonstrate their skills solving complex strategic challenges.</p> <p>Midterm exam is written exam focusing on knowledge of strategic management terms, definitions, methods etc.</p> <p>Semester paper consists of two parts:</p> <p>Analyzing the strategy of an existing SME (teamwork)(20%) Creating a strategy of a new company (Individual work) (20%)</p> <p>Class engagement will be assessed based on the contribution to class discussion and simulations</p>
Core Learning Materials:	<p>Hill. et. al. (2008) Strategic Management Theory. Houghton Mifflin Company Boston New York</p> <p>Heijden, K. (2005) Scenarios : The art of strategic conversation 2nd ed. John Wiley & Sons Ltd</p> <p>Schwartz, P.(2001): Inevitable Surprises. Gotham</p> <p>.Further readings published on Neptun MeetStreet</p>

Curriculum Table (MSc. Applied Management)

Semester 1 (spring)	Semester 2 (fall)	Semester 3 (spring)	Semester 4 (fall)
Business Intelligence	Economics	Global Marketing	Strategic Management
Applied Venture Valuation	Production and Process Management	Business Consulting	Knowledge Management
Advanced Organizational Behavior	Intercultural Business Communication	Quality Management	Option Set 2.
Strategic Human Resource Management	Project Management	Change Management	
Applied Statistics and Econometrics	Option Set 1.	Leadership and International Management	

Note: The master programs start in the spring semester

Year 1

Code	M17VZA05E	ECTS Credit	6
Module Title:	BUSINESS INTELLIGENCE		
Term:	spring		
Module Leader:	Dr. Ferenc Kruszlicz, PhD.		Sessions
Telephone:	+36-72/501-599, 23113		E-mail: kruszlic@ktk.pte.hu
Short Description:	<p>Business Intelligence generally is about how decision making processes can be improved through various interaction with data. The course focuses on data analytics application of internal and external enterprise data sources. The course structure follows the steps of the industrial standard CRISP-DM methodology. After a concise introduction to the data warehouse and the multidimensional data model, the typical data mining tasks are detailed. The semester is dedicated to predictive modeling tools, followed by frequently used descriptive models. These issues are illustrated by real world examples with special emphasis given to Machine Learning. Related case studies are discussed and solved by recent data mining softwares as hands-on experimentation with algorithms.</p>		
	Sessions (weeks): 14 (7 th week is break) Schedule is tentative and subject to change.		
1. week		RA: 1 st part of BInDM chapter 1 & BInDM chapter 12	
		Introduction (BI Terminology, Big Data)	
2. week		RA: 1 st part of BInDM chapter 4 & BInDM chapter 13	
		Data (Data Quality, Data Modeling Primer, CRISP-DM)	
3. week		RA: 2 nd part of BInDM chapter 1 & BInDM chapter 3	
		Exploring Data (Visualization, Data Warehouses, OLAP Operations)	

4. week		RA: 2 nd part of BInDM chapter 4
		Data Analytics (Data Mining, Data Preprocessing, Data Cleaning)
5. week		RA: BInDM chapter 5
		Classification Model (Nearest-Neighbor Classifier, Decision Tree Classifiers, Decision Borders)
6. week		RA: 1 st part of PAnDM chapter 4
		Classification Evaluation (Validation, Performance Metrics, Overfitting)
7. week		Break
		No class this week
8. week		RA: 2 nd part of PAnDM chapter 4
		Statistical Classification Bayesian Classifier, Rules based Classifiers
9. week		RA: BInDM chapter 7
		Machine Learning Artificial Neural Networks and Applications
10. week		RA: BInDM chapter 9
		Association analysis (Frequent Itemset, Association Rule Generation, Performance Measures)
11. week		RA: BInDM chapter 8
		Segmentation (Prototype, Hierarchical Clustering Methods)
12. week		RA: PAnDM chapter 7
		Segmentation Evaluation (Model evaluation, Density Based Clustering, DBSCAN and SOM)

13. week	RA: BInDM chapter 10 & BInDM chapter 11
	Unstructured Data (Text Mining, Web Mining, Sentiment Analysis)
14. week	Project presentations
	Midterm test
Rationale Including Aims:	Achieving the course students will recognize data analytics aspects and requirements of business intelligence problems. They will be able to actively manage and efficiently participate in data mining projects. Additionally to understanding of popular data mining techniques students have knowledge to identify advantages and limitations of these tools. Based on their solid practical skills using data mining softwares students can perform powerful data analysis, or build and implement automated applications.
Learning Outcomes: Knowledge	<p>Differentiate traditional and data mining tasks.</p> <p>Recognize data warehouse and data mining functionalities. Able to follow knowledge discovery methodologies.</p> <p>Describe data mining primitives, languages, and system architectures. Define current state and requirements in data mining research.</p> <p>Sense on security and social issues of data mining.</p> <p>Understand the foundation of machine learning and its various learning strategies.</p>
Learning Outcomes: Skills	<p>Apply data preprocessing techniques to improve data quality. Use data mining software and understand its process flow.</p> <p>Able to scale the known techniques on large databases.</p> <p>Perform standard analytics (classification, rule generation, anomaly detection). Match business problems to appropriate analytic tasks.</p>
Teaching and Learning Strategies:	Theoretical foundations strictly follow the text book. Reading assessments are short quizzes used for measuring the preparation level. Presentations and other supplementary course materials are provided. In class the selected topic is discussed and small scale illustrative examples and exercises are solved. The corresponding computer lab exercises are simulated data mining projects of different fields and real data sets. Students have to read the case study and do the basic data exploratory steps in advance, and group work is allowed. Along with the course progresses less detailed instructions are given and the data analytic goals are getting more ambiguous. Midterm exams based on similar exam cases, where students have to understand and build a working model on computer, evaluate it, and interpret the results.

<p>Assessment Scheme:</p>	<p>Reading assessment: 15% Group problem solving: 15%Midterm test: 35% Final exam: 35%</p> <p>Reading assessment (RA): Each quiz is based on the weekly topic and available online. Before class reading tests contain 5 questions about the current book chapter. (Notavailable in exam course.)</p> <p>Group problem solving (GPS): Groups of 3-4 students work on small case studies, and submit they solutions to 5 questions on a weekly bases. (Not available in exam course.)</p> <p>Midterm tests: A practice focused exam case must be solved using the computer. Any kindof additional resources are allowed to use, except communication. Midterm resit opportunity is scheduled at the first week of the exam period.</p> <p>Final exam: Students have to answer questions in written form from selected parts of the core materials of the course. The exam may contain end of chapter exercises.</p>
<p>Core Learning Materials:</p>	<p>[BInDM] Anil Maheshwari: Business Intelligence and Data Mining (Big Data and BusinessAnalytics) Business Expert Press 2014, (1st Edition) ISBN: 978-1631571206, pp. 180</p> <p>[PAnDM] Bala Deshpande, Vijay Kotu: Predictive Analytics and Data Mining (Concepts andPractice with RapidMiner) Morgan Kaufmann Publishing 2014, (1st Edition) ISBN: 978-0128014608, pp. 446</p>
<p>Optional Learning Material:</p>	<p>Pang-Ning Tan, Michael Steinbach, Vipin Kumar, Anuj Karpatne: Introduction to DataMining, Pearson 2012, (2nd Edition) ISBN: 978-0-13-312890-1, pp. 792</p> <p>Markus Hofmann, Ralf Klinkenberg: RapidMiner: Data Mining Use Cases and BusinessAnalytics Applications, Chapman & Hall/CRC, 2013 ISBN: 1482205491, pp. 525</p>

Code	M17VZA06	ECTS Credit	6
Module Title:	APPLIED VENTURE VALUATION		
Important information:	Primarily the course will be offered for full-time master students only, and in case the courses will not be full, then it will be available for everyone.		
Term:	spring		
Module Leader:	Dr. András Takács, Habil, PhD. Associate professor	Office Hours:	Wednesday 8:00-09:00
Telephone:	+36-72/501-599, 23277	E-mail:	takacsandras@ktk.pte.hu
Short Description:	The objective of this course is to discuss the content of financial statements coming from international accounting systems (US GAAP, IFRS), and then to build up students' ability to appropriately select and apply different valuation methods and thus to determine the intrinsic value of any company, with a special focus on the International Valuation Standards (IVS).		
Sessions (weeks): 14			
1-2.	The structure and content of financial statements, the main valuation rules and the presentation of transactions under the Hungarian Accounting System (HAS), structure and content of financial statements under the US Generally Accepted Accounting Principles (US GAAP) and under the International Financial Reporting Standards (IFRS).		
3.	Consolidated statements, the process of consolidation.		
4.	The necessity of company valuation. Basic principles.		
5.	Analysis of financial statements based on financial ratios.		
6.	Midterm exam. Net asset-based methods: liquidation value, book value, substantial value.		
7.	Valuation with multiples. Discounted Earnings and Discounted Cash Flow (DCF) methods.		
8.	Combined methods. Discounts applied in valuation. Value added based methods. Comparison of different valuation techniques. Choosing the right method.		
9-10.	International Valuation Standards 2017 (IVS 2017).		
10.	Guest lecture.		
11.	Discussion of valuation problems based on IVS 2017.		

12.-13.	Working out students' own valuation tool.
14.	Summary of the semester, practicing for the final exam.
Rationale Including Aims:	This module aims to develop the students' competence in applying a range of skills in the field of international accounting and company valuation. Based on the students' existing accounting knowledge the module will help them to further develop their analytical and critical powers in relation to accounting and valuation, especially focusing on start-ups and companies in early stages of their lifecycle.
Learning Outcomes: Knowledge	Upon completion of this module the student will Explain the structure and content of IFRS-based financial statements Appraise the process of consolidation and the special features of consolidated statements Differentiate the most widely used company valuation methods, the advantages and disadvantages of these and the typical situations in which different methods can be used Understand the main valuation principles stated in IVS 2017
Learning Outcomes: Skills	evaluate the financial position of any companies based on financial statements create, analyse and interpret accounting information in order to support the management's decision making judge the business situations in which company valuation is needed, accurately determine the parameters required and find the combination of methods that fit the given situation create valuation reports compatible with IVS 2017
Teaching and Learning Strategies:	The teaching strategy applied is a mix of lectures, seminar discussions and case studies. Individual work as well as group work is required.
Assessment Scheme:	Midterm exam (4-8) – 20% (45 minutes) Project work (1-5) – 30% Final exam (4-8) – 50% (75 minutes)
Core Learning Material:	Dr. TAKÁCS, A.: "Applied Venture Valuation", University of Pécs, Faculty of Business and Economics, 2019 (electronic learning material) [downloadable in pdf format from 'Neptun']
Further Reading Material:	DAMODARAN, A.: "Investment Valuation: Tools and Techniques for Determining the Value of Any Asset", Second Edition, Wiley, 2002 KOLLER, T. – GOEDHART, M. – WESSELS, D.: "Valuation: Measuring and Managing the Value of Companies", 5th Edition, McKinsey & Company Inc., 2010

Code	M17VZB14E	ECTS Credit	6
Term:	spring		
Module Title:	ADVANCED ORGANISATIONAL BEHAVIOUR		
Important information:	Primarily the course will be offered for full-time master students only, and in case the courses will not be full, then it will be available for everyone.		
Module Leader:	Zsuzsanna Vitai Associate Professor	Office Hours:	Monday: 14-15 p.m.
Tutorial assistant:	Julianna Németh Ph.D. student	Office Hours:	Monday: 10.00 a.m. - 10.45 a.m.
Telephone:		E-mail:	Julianna Németh:N.A. Zsuzsanna Vitai: N.A.
Short Description:	In the 21 st century, technical knowledge is essential but insufficient to be productive in the workplace. Students need comprehension of human behavior in organizations, how these affect organizational systems, structure, and productivity. In this module, we will explore some chosen topics in the field that will aid students to deepen their already existing knowledge and enable them to analyze and understand human and organizational processes. No matter what future field of business the student chooses, this module will aid her/him to be efficient and productive in their chosen organization.		
Sessions (weeks): 14			
The schedule is tentative and subject to change!			
04. 02.	Introduction, requirements. How will we work together and what is advanced organizationalbehavior? Tutorial – getting to know each other		
11. 02.	Diversity in organizationsTutorial		
18. 02.	Attitudes, Job Satisfaction, Emotions and Moods at the workplaceTutorial		
25. 02.	Personality, Values and their relevance to the workplace Tutorial Deadline of first simulation		
04. 03.	Perception Tutorial		

11. 03.	First computer exam evening 18 30 in room B128
18. 03.	Motivation theories and their application Tutorial
25. 03.	Foundations of group behavior Online Class – NO attendance is required!
01. 04.	Power and Politics Deadline of second simulation Online Class – NO attendance is required!
08. 04.- 14.04.	Spring break!
15. 04.	Guest lecture Professor Rossilah Jamil
22. 04.	Foundations of organizational structure Online Class – NO attendance is required!
29. 04.	Organizational culture and consultation about the course Tutorial
06. 05.	Second computer exam evening 18 30 in room B128 Deadline of third simulation
Rationale including Aims:	In all organizations, the key to success is their people’s commitment, engagement, and motivation to work towards the organization’s goals. Besides all these students have to learn to work together collaboratively and have to be able to handle stressful situations in the workplace. The knowledge and techniques may be instinctively there in the members, but not in all people. Even if they are there, instinct may not be the answer to complicated problems. The necessary knowledge can be learned and improved via structured studies.
Learning Outcomes: Knowledge	Understanding how organizations operate and what are the reasons for people’s behavior Understanding the students’ OB related characteristics, enlarging and deepening the already existing knowledge they have Developing students’ knowledge base and ability to find the causes of organizational events Improving their analytical and synthesizing abilities to understand and deal with organizational phenomena

Learning Outcomes: Skills	<p>Ability to handle difficult situations and people</p> <p>Competence in finding the causes of events and reacting to them in the proper way</p> <p>Adeptness in discovering innovative solutions for organizational structuring using 21st-century technology</p>
Teaching and Learning Strategies:	<p>The module uses online resources and one third of the course will be exclusively online.</p> <p>All study material will be provided via the Pearson MyLab interface. Students are expected to use extensively the computer.</p> <p>Class meetings will be using discussions, self-assessment exercises, presentations, and debates. Lectures will be used only to a moderate extent, only to highlight complex issues.</p>
Assessment Scheme:	<p>Two computer-based exams - 20% each</p> <p>Class Participation 30%, (15% class presence, 15% activity)</p> <p>Three simulations</p> <p>Computer-based exams: 200 points each</p> <p>Class participation:</p> <p>class presence: 100 points</p> <p>class activity: 100 points</p> <p>MyLab usage 100 points</p> <p>Three simulations: 300 points</p> <p>Points total: 1000 points</p> <p>Students must pass all of these elements to be deemed to have passed the module! (you have to achieve a minimum of 51% of each element to pass it)</p> <p>the final mark awarded will be determined by the percentage given (as below):</p> <p>-50% - 1 fail</p> <p>1-60% - 2 acceptable pass mark</p> <p>1-74% - 3 medium grade</p> <p>5-87% - 4 good</p> <p>8-100% - 5 best mark</p>
Core Learning Materials:	<p>Robbins, S.P., Judge, T.A. (2015): Organizational Behaviour 16th Global edition, Online resources and handouts</p>
Optional Learning Material:	<p>Any OB book in the library published post-2010</p>

Code	M17VZB13E	ECTS Credit	6
Module Title:	STRATEGIC HUMAN RESOURCE MANAGEMENT		
Module Leader:	Dr. Zsófia Ásványi PhD. Assistant Professor	Sessions	Wednesdays 11.00-14.00 (B018)
Telephone:		E-mail:	asvanyizs@ktk.pte.hu
Short Description:	Strategic Human Resource Management examines strategic issues of human resources discussing both domestic and multinational practices in business corporations. The aim of the course is to highlight how HRM practices may contribute to organisational strategy and success in operation.		
Sessions (weeks): 2			
6 Feb	Introduction to HRM, requirements		
13 Feb	Lecture on: Key issues of SHRM Topic 1: Nature of HRM Topic 2: The Dual Theory of HRM and Business Performance Topic 3: Legal and Non-legal Framework of HRM Topic 4: HRM in Organizations Topic 5: HRM Competencies		
20 Feb	Lecture on: Staffing the Organization 1 – Planning, Recruitment Students' presentation on: Recruiting a special target group: GenY members		
27 Feb	Lecture on: Staffing the Organization 2 – Selection, On-boarding, Assimilation Students' presentation on: Selecting a special target group: expats		
6 March	Lecture on: Absenteeism & Employee Turnover, Downsizing the Organization Students' presentation on: Outsourcing – reasons, pros, contras		
13 March	Lecture on: Job, Job Analysis, Job Evaluation Systems Students' presentation on: Job descriptions all over the world		
20 March	Mid-term test		
27 March	Guest lecturing on HRM practice Students' presentation on: Employer branding – internal & external orientation		
3 April	Lecture on: Performance Management Students' presentation on: "Harvard Business Review: Reinventing Performance Management" article		

10 April	Spring holiday
17 April	INTERNATIONAL TEACHING WEEK – Guest lecture by Tiina Mehto, Senior lecturer, HR and Leadership, Haaga-Helia University of Applied Sciences Lecture on: Total Reward and Compensation Students' presentation on: Expat compensation techniques
24 April	Lecture on: Training and development (HRD) Students' presentation on: Corporate language policies & language trainings
1 May	National holiday
8 May	Lecture on: Labour Relations Students' presentation on: Comparative study of trade unionism & the right to strike
Rationale Including Aims:	<p>The course provides a new method of dealing with the organisation's longer term human resource issues. By introducing the concept of "human resourcing strategy" it uses a broad brush on the canvas of HR and a full range of perspectives are included in the overall picture. By dealing with human resourcing strategy in this way we follow the shift in the HR paradigm that is taking place in a new millennium.</p> <p>The course is designed to help students to learn about the fundamental concepts of domestic and international HRM and some of the many issues that must be dealt with when implementing an international business plan.</p> <p>The course provides students with enhanced and deepened knowledge and skills to equip them for a career in a diverse range of business organisations.</p> <p>It enhances the development of the students' existing skills base, allowing for a cumulative learning experience.</p>

<p>Learning Outcomes:</p> <p>Knowledge</p>	<p>On completion of this module the successful student will be able to:</p> <p>define and understand the key functions within Strategic Human Resource Management</p> <p>recognise the contribution that HR services make to the way in which organizations grow and change</p> <p>provide a critical view of the external business environment and demonstrate appropriate practical responses</p> <p>evaluate & use SHRM policies and techniques to be used as a strategic response to the global challenges</p> <p>recognise the link between individual motivators, culture and communication and their role in a high performance culture</p>
<p>Learning Outcomes:</p> <p>Skills</p>	<p>This module will call for the successful student to demonstrate:</p> <p>ability to conduct effective small-scale research (library use, information handling)</p> <p>effective verbal presentation of ideas</p> <p>effectiveness in argument and debate with peers</p> <p>ability to cope with uncertainty (decision making)</p> <p>positive contribution to group (team) working appropriate evaluative judgements of work produced by self and by peers</p>
<p>Teaching and Learning Strategies:</p>	<p>In each two-hour teaching session we will follow the next course methodology to achieve the desired objectives:</p> <p>Presentation of the lecturer</p> <p>Lectures are designed to reinforce the cases and explain or supplement the reading materials.</p> <p>Lectures are supported by videos, simulations, peer-, and group work.</p>

Assessment Scheme:	<p>Assessment is based on the following criteria:</p> <p>Mid-term test: 40 points</p> <p>Final test: 40 points</p> <p>Group presentations: 10 points</p> <p>Methodology:</p> <p>Clarify basic theoretical issues of the topic (1 slide)</p> <p>Indicate its strategic importance (1 slide)</p> <p>Show a best practice</p> <p>Involve class</p> <p>Show literature used</p> <p>Present your findings to class in 20 mins! Time limit must be kept!</p> <p>Presentations without references are not accepted!</p> <p>Group size: maximum 3 students!</p> <p>4. HR article: 10 points</p> <p>You may choose ANY topic within the frames of Human resources management you find interesting/pioneer/worth distributing to others.</p> <p>Length: 3-5 pages (with letter-size: 12)</p> <p>You should summarize the article (one!) and introduce its main findings.</p> <p>You must indicate the original source otherwise the paper will not be accepted!</p> <p>The original article can be written in any language, your paper is accepted when written in ENGLISH.</p> <p>Deadline: last week of the semester</p>
Core Learning Materials:	<p>Mathis, R. L., Jackson J. H., Valentine S. R., Meglich P. A.: Human Resource Management Cengage Learning, 2014.</p> <p>Peter J. Dowling, Marion Festing, Allen D. Engle, Sr.: International Human Resource Management, Cengage Learning EMEA, 2008.</p>
Optional Learning Material:	<p>Any HRM book published after 2014.</p>

Code	M17VZA01E	ECTS Credit	6
Module Title:	APPLIED STATISTICS AND ECONOMETRICS		
Important information:	Primarily the course will be offered for full-time master students only, and in case the courses will not be full, then it will be available for everyone.		
Term:	spring		
Module Leader:	Gábor Kőrösi, Professor	Sessions	Mixed lectures and computer exercises.
Telephone:		E-mail:	korosig@ktk.pte.hu
Short Description:	The subject gives an overview of major methods of empirical work in economics, mostly concentrating on econometric techniques. The methods will be applied to various economic problems, demonstrating their use in practical applications. Students get hands on experiences analysing various economic problems with a variety of approaches. We use gretl for practical work.		
Sessions (weeks):			
February 5	Economic models, data, statistical model. Revision: probability, data description, statistical inference. SW chapters 1-3		
February 12	Linear regression 1: revision of the basic concepts. SW chapters 4 & 5		
February 19	Linear regression 2: single and multiple regressors, estimation, inference, model diagnostics. SW chapters 6 & 7		
February 26	Linear regression 3: single and multiple regressors, estimation, inference, model diagnostics. SW chapters 6 & 7		
March 5	Non-linear models 1: linearization; indicator variables (dummies). SW chapter 8		
March 12	Non-linear models 2: binary dependent variables. SW chapter 11		
March 19	Test.		
March 26	Time series modelling 1: dynamics, forecasting. SW chapters 14 & 15		
April 2	Time series modelling: dynamics, causality. SW chapters 14 & 15		
April 16	Time series modelling: stationarity, non-stationarity. SW chapters 14, 15, parts of 16.		
April 23	Test		
April 30	Endogenous regressors. Panel data. SW chapters 12 & 10.		

May 7	Modelling strategies. Revision. SW chapter 9
Rationale Including Aims:	Practical work in economics is based on data analysis in most cases, using causal models. The purpose of this course is to teach students the most important methods used in such applied work.
Learning Outcomes: Knowledge	Students get a practical knowledge of the major econometric techniques, including the conditions for proper use, and methods for assessing the validity of their model. They should be able to identify methods needed in a practical situation, do the basic statistical analysis, and interpret the results.
Learning Outcomes: Skills	Students will work on various problems, typically using real life data. By the end of the course they should be able to do data analysis properly, on their own, using a simple computer package
Teaching and Learning Strategies:	The course is a mixture of lectures and computer exercises. We shall use data and computer at each major milestone. Technical details of the methodology are not part of the course, but basic knowledge of calculus, linear algebra and probability is necessary.
Assessment Scheme:	Two tests, 19% each Final examination, 62%
Core Learning Materials:	Stock and Watson: Introduction to Econometrics, Addison-Wesley, 2014 (3 rd edition). (The 2007 2 nd edition is also fine.) Also used: Gretl user's guide Berndt: The Practice of Econometrics, Addison-Wesley, 1991
Optional Learning Material:	Wooldridge: Introductory Econometrics, MIT, 2009 Brooks: Introductory Econometrics for Finance, Cambridge, 2008 Cameron and Trivedi: Microeconometrics, Cambridge, 2005 Kőrösi, Mátyás and Székely: Practical Econometrics, Avebury, 1992 Greene: Econometric Analysis. Prentice Hall, 2008. Pesaran: Time Series and Panel Data Econometrics, Oxford, 2015. Wooldridge: Econometric Analysis of Cross Section and Panel Data, MIT, 2010 Angrist and Pischke: Mastering "metrics", Princeton, 2015 Papers uploaded to Neptun

Code	M17VZA03E	ECTS Credit	6
Module Title:	ECONOMICS		
Term:	fall		
Module Leader:	Prof. István Kónya Full professor	Sessions	12
Telephone:	+36-72-501-599/23420	E-mail:	konya.istvan@kttk.pte.hu
Short Description:	<p>The aim of the module is to provide the students with intermediate knowledge on micro- and macroeconomic issues. The course builds on and develops further introductory knowledge on market mechanisms, consumer choice and macroeconomic principles. Upon completing the course, students get familiar with tools of analysing the behaviour of economic agents, markets and the economy as a whole. While the subject is based on standard intermediate knowledge in micro- and macroeconomics, it provides reference to new developments and encourages a critical approach to these tools and methods of economic analysis.</p>		
Sessions (weeks):			
1.	Preferences and budget		
2.	Market demand, prices, income		
3.	Time and uncertainty		
4.	Production and supply		
5.	Market structures		
6.	Information economics		
7.	Midterm exam		
8.	Macroeconomics and macroeconomic data		
9.	Economic growth and investment		
10.	Institutions and technology		
11.	Business cycles I.		
12.	Business cycles II.		
Rationale Including Aims:	<p>The aim of the module is to provide the students with intermediate knowledge on micro- and macroeconomic issues.</p>		

<p>Learning Outcomes: Knowledge</p>	<p>On completion of this module the successful student will know:</p> <ul style="list-style-type: none"> Basic models of optimal consumer and producer choices The ways rational choices and price mechanism yield optimal allocation How uncertainty and asymmetric information affects market mechanisms Main drivers of economic growth The main causes of economic fluctuations How fiscal and monetary policy affects macroeconomic phenomena
<p>Learning Outcomes: Skills</p>	<p>This module will call for the successful student to:</p> <ul style="list-style-type: none"> effectively use model-based thinking in relation to micro- and macroeconomic problems develop methods to rationally evaluate decision alternatives provide macroeconomic outlook for business decision support critically evaluate the potential effects of fiscal and monetary interventions
<p>Teaching and Learning Strategies:</p>	<p>The joint application of theoretical and practical teaching methods enables students to understand the main economic forces.</p> <p>Lectures are focused on understanding the model-based thinking in micro- and macroeconomics.</p> <p>Practice sessions provide the students with skills in handling practical problems like business decision making, macroeconomic policies and data interpretation.</p> <p>Groupwork in the practice sessions contribute to skills in task-sharing and cooperation while individual home assignments require students to deepen their knowledge in several aspects of the learning material.</p>
<p>Assessment Scheme:</p>	<p>Classwork (30%)</p> <p>Class activity (10%)</p> <p>Home assignments (20%)Midterm exam (35%):</p> <p>Topics from microeconomics</p> <p>Theoretical questions, case studiesFinal Exam (35%):</p> <p>Topics from macroeconomics</p> <p>Theoretical questions, case studies</p>

Core Learning Materials:	Hal. R. Varian: Intermediate Microeconomics. W.W. Norton & Company, 2014 N. Gregory Mankiw: Macroeconomics. Worth Publishers, 2016
Additional Learning Material:	Note that the main course material will be the lecture and session presentations. PowerPoint slides will be available after the lectures. The textbooks contain a lot of additional background material, and students are encouraged to consult the relevant chapters before each lecture.

Code	M17VZB02E	ECTS Credit	6
Module Title:	PRODUCTION AND PROCESS MANAGEMENT		
Term:	fall		
Module Leader:	Zsuzsanna Hauck	Office Hours:	Tuesday 14.30-15.45
Telephone:	501-599/23153	E-mail:	hauckzs@ktk.pte.hu
Short Description:	Operations management deals with the efficient utilization of resources to produce products and services. OM plays a crucial role in achieving business strategy, as its sustainability is based mainly on outstanding operations capabilities that are not easy to copy.		
Sessions (weeks):			
1. week 3 rd Sept	Defining operations management and operations strategy. How to analyse cases. Process analysis.		
2. week 10 th Sept	Designing products and services. Cases: Benihana of Tokyo, HBS 9-673-057 Fabritek Corporation, Harvard Business School (HBS) 669-004		
3. week 17 th Sept	Developing a production system, identifying bottlenecks Case: Scharffen Berger Chocolate Maker, HBS 9-606-043		
4. week 24 th Sept	Bottlenecks and inventory build-up diagrams. Case: National Cranberry Cooperative, HBS 9-688-122		
5. week 1 st Oct	Operations based strategies. Case: Alaska Airlines, HBS, 9-800-004		
6. week 8 th Oct	Operations based strategies II. Case: IKEA invades America, HBS 9-504-09410.00		
7. week 15 th Oct	Midterm exam.		
8. week 22 th Oct	Fall break.		
9. week 29 th Oct	Managing queues. Case: University Health Services: Walk-in-clinic, HBS 9-681-061		
10. week 5 th Nov	Controlling supply chains and the optimal level of product availability Cases: Wal-Mart, Ivey Business School, 907D01 Barilla SpA (A), HBS 9-694-046		

11. week 12 th Nov	SCM Business Game: The beer game (MIT)
12. week 19 th Nov	Developing service systems I. Case: Southwest Airlines in Baltimore, HBS 9-602-156
13. week 26 th Nov	Developing service systems II. Case: Toyota Motor Manufacturing. USA, Inc, HBS 1-693-019
14. week 3 rd Dec	Final examination.
Rationale Including Aims:	The source of success at the majority of top companies is inevitably based on outstanding products and/or efficient operations processes. Thus operations is one of the most important functions in a company. Additionally, any activity that has outcome is a process, and the knowledge and skills provided by operations management can be applied in many other functional areas as well. Thus the programme aims 1) to provide students with enhanced and deepened knowledge and skills to equip them for a carrier in a diverse range of business organisations, 2) develop the students' competence in applying a range of business and management skills to the practice of management, 3) develop the critical and analytical powers of the students in relation to management, 4) develop critical and analytical problem-based learning and the transferable skills to prepare the student for graduate employment, 5) enhance the development of the students' existing skills base, allowing for a cumulative learning experience.
Learning Outcomes: Knowledge	On completion of this course, successful students will be able to demonstrate critical insights into the role of operations in the value creation process; synthesised knowledge to recognize the different operating systems required to solve complex business problems; in-depth and critical knowledge and understanding of theoretical and conceptual grounding in operations management; critical evaluation of situations in the globalized business environment with special emphasis on supply chain management; consolidate, evaluate, select programmes to improve operational capabilities of the firm. (Heizer and Render (2011) define around one hundred learning objectives of operations management); identify strategic approaches to competitive advantage; understand the significance of key success factors and core competencies; understanding the necessity of simultaneous product and process development, identifying those process characteristics that provide product features required to compete.

<p>Learning Outcomes:</p> <p>Skills</p>	<p>On completion of this course the successful student will be able to work efficiently and effectively both as an individual and as a member of a team;</p> <p>communicate and present an argument in the improvement process;</p> <p>deliver products and services effectively in timely manner at the required quantity and quality;</p> <p>synthesise, design and control operating systems, making long, medium and short term decisions;</p> <p>Referring to Heizer et al. (2017) again some important skills that can be gained by attaining at this course are the ability to</p> <p>identify bottlenecks of complex processes to make effective decisions in investments, to calculate productivity, to design and produce products and services with outstanding quality and inherent customer value, to attain the exceptional value that is consistent with the company mission and marketing objectives by close attention to design, procurement, production, and field service opportunities, to determine, design, and produce the production process and equipment that will be compatible with low-cost product, high quality, and a good quality of work life at economical cost, to collaborate with suppliers to develop innovative products from stable, effective and efficient sources of supply, to provide a good quality of work life, with well designed, safe, rewarding jobs (see for example cases like Benihana of Tokyo, Alaska Airlines).</p>
<p>Teaching and Learning Strategies:</p>	<p>Continuous learning is required. The learning process is checked at each class through presentation, case discussions and problem solving. Students acquire knowledge and skills through individual learning, working in groups, participation in business games, and working in teams to solve business problems and cases.</p>
<p>Assessment Scheme:</p>	<p>Students' knowledge, understanding and skills are assessed by individual and group coursework, presentations, performance in business games, and examinations.</p> <p>Classroom work: 15%</p> <p>Midterm exam: 15%</p> <p>Final exam: 70%</p>
<p>Essential/Core Learning Materials:</p>	<p>Harvard Business School cases identified above; Appropriate chapters of Heizer, Jay – Render, Barry – Munson, Chuck (2017): Operations Management: Sustainability and Supply Chain Management, 12th edition (Global Edition), Pearson</p> <p>Krajewski, L. J. - Malhotra, M. - Ritzman, L. (2019): Operations management: processes and supply chains, 12th edition, Pearson</p>

Recommended/ Optional Learning Material:	Chopra, Sunil – Meindl, Peter (2019): Supply Chain Management, 6 th edition, Pearson Slack, Nigel – Brandon-Jones, Alistair - Johnston, Robert (2016): Operations Management, 8th edition, Prentice Hall
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Code	M17VZB07E	ECTS Credit	6
Module Title:	INTERCULTURAL BUSINESS COMMUNICATION		
Term:	fall		
Module Leader:	Edit Bányai PhD	Office Hours:	Tuesday 11.00-12.00
Telephone:		E-mail:	banyai.edit@ktk.pte.hu
Short Description:	<p><i>The module is based on three pillars: culture, (business) communication and intercultural aspects of communication. The objectives are to improve knowledge about the nature of intercultural (business) communication with emphasis on intercultural business talks, and to develop skills in identifying pitfalls in cross-cultural communication, avoiding misunderstandings and conflicts through cultural intelligence.</i></p>		
Sessions (weeks)			
1.	Introduction to the semester program. Creating a common understanding, goals and expectations. Team formation. Clarification of results and requirements. The nature of intercultural business communication.		
2.	What is culture? Culture and communication. Cultural differences in communication.		
3.	Business Communication Types. Oral and non verbal communication patterns.		
4.	Business Communication Types. Written communication patterns.		
5.	Cultural Shock		
6.	Global etiquette		
7.	Business and social customs		
8.	Intercultural negotiation Process. Persuasion. Decision-making.		
9.	Intercultural negotiation components. The great negotiator.		
10.	Development of Negotiation skills.		
11.	Presentations.		
12.	Presentations. Closing session: lessons of the module. final evaluation		

<p>Rationale Including Aims:</p>	<p>The aim of the course is to develop the students' competence in solving intercultural communication tasks, especially in business negotiations. The course intends to develop the knowledge of the student in relation to cultural differences, cultural intelligence and help them in applying their knowledge to avoid cultural misunderstandings, conflicts and to be able to negotiate successfully in intercultural environments. The course will enhance the development of the students' existing communication skills. The modules aim is to provide students with enhanced and deepened knowledge and skills to equip them for international activities.</p>
<p>Learning Outcomes: Knowledge</p>	<p>By the end of this module successful students will be able to understand why people from other cultures in certain situations behave in a surprising way, how culture impacts communication, and how intercultural communication works. They will understand the role of values and attitudes in (intercultural) communication, they will be able to identify</p> <p>the cultural differences in time management, in relation to the individual and to group, in</p>
	<p>problem solving, in making decisions, and in taking responsibility. They will learn how to analyse intercultural communication situations.</p>
<p>Learning Outcomes: Skills</p>	<p>The students will acquire the skills of making appropriate preparations for managing intercultural business situations, especially business negotiations with counterparts from other cultures, and of continuous improvement of their cultural intelligence. They will be able to apply the theories and practices relative to intercultural business activities. The module also has the objective to develop communications skills, both speaking and writing, and the skills of presentation.</p>
<p>Teaching and Learning Strategies:</p>	<p>This module will be taught through lectures, video and case study material and other assigned readings. It puts emphasis on teamwork, on student presentations and interactive discussions. Students are expected to read the material before class since active participation in class discussions is a requirement.</p> <p>A high emphasis is placed on participation in simulation exercises with subsequent coaching and feedback by both the teacher as an instructor as well as fellow classmates.</p> <p>Each exercise consists of an activity designed to get students thinking about, practicing, and discussing communication skills.</p>

<p>Assessment Scheme:</p>	<p>1 Final Examination 40 % (There is one resit opportunity)</p> <p>Written Assessment (individual): 10 % (Late written assessments lose 40 % of the obtained scores.)</p> <p>Course Work, Class Participation 50%</p> <p>group work (35 %)</p> <p>individual class room activity (15 %)</p> <p>Students must pass all of these elements to be deemed to have passed the module! (you have to achieve a minimum of 51% of each element to pass it)</p> <p>Bonus points: max. 10</p> <p>During the semester students can earn 10 extra points with active participation and meaningful comments. They can get max. 2 points per class. It will be only considered if the student reaches 51 % from the total score.</p>
<p>Further on Assessment:</p>	<p>Final exam is a written, closed book exam based on the topics covered during the semester exam (Lessons and the book listed in the core learning materials.)</p> <p>Presentation Requirements: The purpose of this assignment is to study and practice the process of social interaction by creating and delivering an oral group presentation, and giving feedback. The presentation needs to be a group effort. The list of topics will be available on the Neptun.</p>
<p>Core Learning Materials:</p>	<p>Lillian Chaney, Jeanette Martin (2014): Intercultural Business Communication, 6th Edition, Pearson, ISBN: 9780132971270, 0132971275, Chapters: 1., 3-11.</p> <p>Gelfand, M.J. – Brett, J.M. : The Handbook of Negotiation and Culture. Stanford University Press, Stanford 2004</p> <p>Part one: Chapters 3., 4., 5.</p> <p>Part two: Chapters 6., 7.</p> <p>at http://www.unice.fr/crookall-cours/iup_cult/docs/Gelfand%202004%20Handbook%20of%20Negotiation%20and%20Culture.pdf</p>
	<p>The International Negotiations Handbook. Success Through Preparation, Strategy, and Planning. A Joint Project from Baker & McKenzie and The Public International Law & Policy Group (2007) at https://static1.squarespace.com/static/5900b58e1b631bffa367167e/t/59f35bd692670b730f26ac6/1509120994315/International%2BNegotiations%2BHandbook++%281%29.pdf</p>

	Slides of the lectures
Optional Learning Material:	<p>Bovee, Thill (2019): Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, 8th Edition, Peason, ISBN-13: 9780134729572</p> <p>Primecz, H. – Romani, L. – Sackmann, S.: Cross-Cultural Management in Practice. EdwardElgar Publishing. 2011</p> <p>Maude, B. : Managing Cross-Cultural Communication. Palgrave Macmillan, 2011</p> <p>Christopher W. Moore and. Peter J. Woodrow(): Handbook of global and multicultural negotiation / at http://blogs.unpad.ac.id/teddykw/files/2012/06/Handbook-of-Global-and-Multicultural-Negotiation-Christopher-Moore.pdf</p> <p>Baker & McKenzie and PILPG: The International Negotiation Handbook. 2007. http://www.bakermckenzie.com/files/Uploads/Documents/Supporting%20Your%20Busines%20Services/bk_internationalnegotiationshandbook_dec07.pdf</p> <p>Day, Jeremy: International Negotiations. Cambridge University Press, 2012</p> <p>Gesteland, R. Cross-cultural Business Behaviour. Copenhagen Business School Press •Universitetsforlaget, 2012 http://www.bogerogpapir.dk/productsamples/9788763099356.pdf</p>

Code	M17VZB01E	ECTS Credit	6
Term:	fall	Level:	MASTER
Module Title:	PROJECT MANAGEMENT		
Module Leader:	Dr. Ákos Jarjabka, PhD	Office Hours:	agreed with students
Lecturer	Dr. Norbert Sipos, PhD	Office Hours	Thursday 11:00-12:15 B221
Telephone:	+36-72-501-559/23369	E-mail:	sipos.norbert@ktk.pte.hu
Short Description:	<p>The importance of the projects is undoubtedly high in nowadays business management. It is due to two reasons: on the one hand, it is a key to success of the realization and implementation of non-operationalizable and big volumed problems. On the other hand, it is an essential financial source to those project proposals in line with the main priorities of the European Union. The course aims to clarify for students possible cooperation between general management and project management.</p> <p>The course helps to get familiar with the concept of project, megaproject to understand their role in portfolio management, program management, project management and organizational project management. The learning process is strengthened by the Microsoft Teams project management software.</p>		
Sessions (weeks): 14 (1 st week is registration, 7 th week is break)			
The schedule is tentative and subject to change.			
1. (date)	Chapter 1		
	Why Project Management. Formation of student project teams. Familiarization with the Microsoft Teams project management software.		
2. (date)	Chapter 2		
	The Organizational context: strategy, structure and culture		
3. (date)	Chapter 3		
	Project selection and portfolio management		
4. (date)	Chapter 4		
	Leadership and the project management		
5. (date)	Chapter 5		
	Scope Management. Validation of formed Project teams' idea.		
6.	Chapter 6		

(date)	Risk management
7. (date)	Break
8. (date)	Chapter 8 Cost estimation and budgeting
9. (date)	Midterm report Student presentation of the project proceedings
10. (date)	Chapter 9-10 Project scheduling: network, duration, estimation, critical path, lagging, crashing, activity network
11. (date)	Chapter 11 Advanced topics in planning and scheduling: agile and critical chain
12. (date)	Chapter 12 Resource management
13. (date)	Chapter 13-14 Project evaluation and control, closeout and termination
14. (date)	Final report Student presentation of the projects
Rationale Including Aims:	To integrate general management approach with the unique characteristics of project management and to show students how to handle projects in and out of an entrepreneurial context.
Learning Outcomes: Knowledge	The following techniques and methods will be discussed: SMART, PDCA, CPM, MPM, Logframe-matrix, Gantt diagram, scope/problem tree, project force field, etc. From the organizational side, different elements are influencing the success of the project such as organizational factors, stakeholders and governance, project team and project life-cycle. We will determine project typology, then further evaluate project management processes, with emphasis on integration, scope, time, quality, cost, risk and human resource management.

<p>Learning Outcomes: Skills</p>	<p>The following skills will be developed:</p> <p>teamwork</p> <p>autonomy in problem identification,</p> <p>problem analysis and solution</p> <p>analytical and synthetic skills</p> <p>communication</p> <p>conflict management</p> <p>creative and innovative thinking</p> <p>team-based learning</p> <p>precision</p> <p>system-based decision strategy</p> <p>use of the trello project management software</p>
<p>Teaching and Learning Strategies:</p>	<p>In the first two weeks, we will focus on the principal elements of the projects with a fewer emphasis on teamwork; then it will be the primary framework of teaching. Each week there will be time spent with:</p> <p>theories,</p> <p>cases,</p> <p>discussion, and</p> <p>practical exercises.</p> <p>Every element is essential to achieve course objectives. Therefore it is expected from the students to read the relevant textbook chapter in advance to be able to discuss the content.</p>
	<p>The students have to create a full project proposal by the end of the course. Their progress with this task will be controlled two times during the course (First at validation of the team's idea, the second time at the midterm report).</p> <p>They have to hand in a final report at the end of the semester. This structure ensures that students face the different problems of project management step by step and allows them to develop the necessary skills and knowledge incrementally. Students have to present the reports in a simulated situation which requires different readiness and presentation strategy.</p>
<p>Assessment Scheme:</p>	<p><i>Project validation – 10%</i></p> <p><i>Mid-term report – 30%</i></p> <p><i>Final presentation – 50%</i> <i>10% for solving case studies</i></p>
<p>Further on Assessment:</p>	<p>1. <i>Project validation – 10% (max. 5 page long project proposal, 10 minutes of presentation in front of a Board Management, situation simulation or separate consultation with the professor)</i></p>

	2. <i>Mid-term report – 30% (min. 20 page long project proposal, 20 minutes of presentation in front of an extended management with participants of different functional areas, simulated situation)</i>
	3. Final report – 50% (min. 40 page long final project proposal, 20 minutes of
	presentation, 10 minutes of Q&A, extended management and involving external
	professionals, simulated situation).
	10% can be earned by solving book embedded case studies.
Core Learning Materials:	Textbook: Pinto, J. K.: Project Management: Achieving Competitive Advantage, 4th ed., 2016. ISBN-13: 9781292094793
Further Reading Materials:	Project Management Institute: A Guide to the Project Management Body of Knowledge, 5th ed., 2013., ISBN-13: 978-1935589679
Policy on attendance:	At maximum 3 absences are allowed during the semester.
Policy on late arrival:	At maximum 5 minutes of late arrival will be allowed three times in a semester. More than 5 minutes of late arrival is equal to an absence.
Academic misconduct:	It is required to solve every exercise based on own work, it is not allowed any form of plagiarism.

Year 2

Code	M17VZA07E	ECTS Credit	6
Module Title:	GLOBAL MARKETING		
Important information:	Primarily the course will be offered for full-time master students only, and in case the courses will not be full, then it will be available for everyone.		
Term:	spring		
Module Leader:	Beatrix Lányi, Ph.D.Assistant professor	Sessions	published at the beginning of each semester
Telephone:	72/501-599 ext. 23182	E-mail:	lanyi@tkk.pte.hu
Short Description:	<p>Macroeconomic, politic, cultural and legal variables are studied in relation to commercial opportunities available in export markets. Information search and international markets assessments are presented as a prerequisite to market entry and to structuring a marketing strategy and preparing a proposed international marketing mix. Internet sources of information for export are covered.</p> <p>International marketing opportunities and challenges are presented for small and medium sized businesses as well as for large global corporations.</p>		
Sessions (weeks)			
Rationale Including Aims:	The general purpose of this course is to examine the scope and challenges of global marketing and students will be able to apply marketing mix tools systematically in the extended competitive area.		
Learning Outcomes: Knowledge	Students will be able to develop critical analytical solutions. After the course students will be able to redefine problems from a wider perspective and give unique solutions currently aroused problems.		
Learning Outcomes: Skills	<p>At the end of the course, a student should be able to:</p> <p>Understand the challenges confronting the international marketing management of companies.</p> <p>Know and develop a critical evaluation of external factors influencing the decision making activities of international marketing managers.</p> <p>Analyze an international marketing decision, taking into account ways of accessing foreign markets, the degree of centralization or decentralization of decision making and the degree of appropriate standardization or</p>		

	<p>adaptation of marketing decisions.</p> <p>Know where to find secondary data relevant for international marketing.</p> <p>Plan the gathering of primary data collection in an international context.</p> <p>Prepare and present a clear and concise international marketing analysis of a case study</p> <p>including the analysis of the environment, the proposed strategy, the marketing mix and the procedure for control and monitoring of anticipated results.</p>
Teaching and Learning Strategies:	<p>Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to have read the assigned readings and be prepared to answer and discuss selected questions and cases proposed at</p> <p>the end of the different parts of the book. From the second class students have to prepare themselves and discuss case studies. Students prepare case presentations, an article presentation and a country presentation. Each student has to prepare individually for the discussion of the text and cases.</p>
Assessment Scheme:	<p>Team project and case presentation 20 %</p> <p>Class participation 20 %</p> <p>Final exam: 60%</p> <p>Total 100%</p>
Further on Assessment:	<p>Those students who apply themselves on international marketing competitions (for example L'Oreal Brandstorm Competition etc.) and are able to achieve a good ranking may get extra 20 points.</p>
Core Learning Materials:	<p>Keegan, Warren J. and Green, Mark C. (2015), Global Marketing, International Edition, Pearson/Prentice-Hall</p>
Optional Learning Material:	<p>Hollensen Svend (2011) Global Marketing, International Edition, Prentice Hall</p> <p>Rekettye Gábor, Tóth Tamás, Malota Erzsébet (2015), Nemzetközi marketing, Akadémiai Kiadó, Budapest (in Hungarian language)</p> <p>Cateora, Philip R. (1998), International Marketing, Tenth Edition, Chicago, IL: Richard D. Irwin. Website: http://www.mhhe.com/cateora</p> <p>Web sites for international marketing: http://www.odci.gov/cia/publications/factbook http://www.wto.org (World Trade Organization), http://www.un.org (United Nations), http://www.imf.org/ (International Monetary Fund), http://www.oecd.org/ (Organization for Economic Cooperation and Development), http://europa.eu.int/en/comm/eurostat (Statistics of the European Union), http://www.eiu.com (The Economist Intelligence</p>

Unit), <http://www.euromonitor.com> (Euromonitor)
<http://www.europeonline.com>

Articles in the Business Press such as: The Economist, Business Central Europe, The Wall Street Journal, Financial

Times, Fortune, Business Week, Figyelő, HVG, etc. See, for example, the following websites:

<http://www.economist.com>,

<http://www.wsj.com>,

<http://www.ft.com>,

<http://www.businessweek.com>,

<http://www.fortune.com>

<http://www.cnnfn.com>

<http://www.economedia.com>

<http://www.bcemag.com>

<http://www.fn.hu>

(Hungarian) <http://hvg.hu> (Hungarian)

Research articles in journals such as: Harvard Business Review, Journal of Marketing, Journal of International

Marketing, Journal of International Business Studies, Journal of Global Marketing, Journal of International

Consumer Marketing, Journal of Euromarketing, International Journal of Commerce and Management, Marketing& menedzsment, etc.

Code	M17VZB16E	ECTS Credit	6
Module Title:	BUSINESS CONSULTING		
Term:	spring		
Module Leader:	Dr. Roland Schmuck PhD Lecturer: Csaba Ruzsa	Office Hours:	Dr. Roland Schmuck: Tuesday 15:30-16:30 (office: B219)
Telephone:	+36-72-501-599/23369	E-mail:	roland@ktk.pte.hu ruzsa.csaba@pte.hu
Short Description:	The MSc in Applied Management Programme is designed to give last year students an opportunity to meet real life problems and to consult with real businesses and organisations. This module will provide student interaction with existing business problems as well as with top managers of the businesses. In the final stage student have to solve a real business problem.		
<p>Sessions (weeks)</p> <p>(The schedule is tentative, and subject to change.)</p> <p>Introduction. What do we expect from each other and from the course? A Brief introduction to Management Consulting.</p> <p>Definition of management consulting. What consultants do?</p> <p>Process of management consulting. Student presentations about Management Consulting market.</p> <p>Methods of management consulting.</p> <p>International tendencies of management consulting.</p> <p>Gábor Kornai (CEO of AAM Consulting) guest lecturer. Student group work.</p> <p>Methods of diagnosis in management consulting</p> <p>New approaches and critics of consulting methods. Student group work.</p> <p>Consulting and project management by Balázs Horváth (Product manager at Finastra) guest lecturer. Finastra is the third largest Fintech company in the world.</p> <p>Spring break – No lesson (10 April 2019).</p> <p>Consulting at startups. Student group work.</p> <p>Rovitex company visit (24 April 2019)</p> <p>National Holiday (1 May 2019)</p> <p>Student presentations based on Rovitex company visit</p>			

<p>Aims:</p>	<p>The course is designed to overview the various aspects of consulting profession issues. Effort will be placed on developing proficiencies in a range of skills required to practice consulting. Moreover, the aim of this module is to provide students with the opportunity to apply concepts learned in their MSc study to real world business situation. Through this module students will provide confidential consulting to business enterprises under the direction of the supervisor.</p> <p>The course is practically useful to those who are specifically interested in consulting careers or whose current or future jobs involve consulting or line management using consultants.</p>
<p>Learning Outcomes: Knowledge</p>	<p>This course provides a synthesised knowledge on business and a potential of understanding real life business problems.</p> <p>Gaining knowledge of business consulting practices. Gaining practice in solving a real world project.</p> <p>Gaining exposure to various processes and interventions involved in the business consulting field.</p> <p>Experience in problem solving and decision making.</p> <p>A potential to improve ability to present analyses of issues and problems in a concise, accurate, clear and interesting manner from the perspective of a consult.</p>
<p>Learning Outcomes: Skills</p>	<p>In overall, students will be able to synthesize textbook learning from other courses along with critical thinking skills.</p> <p>Students learn how to match individual strengths, weaknesses, likes, dislikes, personality and</p>
	<p>goals with consulting opportunities, demands and behaviours so as to help enhance placement and career opportunities in consulting.</p> <p>Students work in teams, so the module develops team building skills.</p> <p>Students are required to solve problems by meeting the ethics of consultancy and business. Students develop communications skills to solve the client's problems.</p> <p>Moreover, enhanced capabilities and presentation skills, both written and oral, are required in the classwork.</p>
<p>Teaching and Learning Strategies:</p>	<p>Students learn in lectures about the basics of business consulting.</p> <p>Later the semester students receive a real world company problem to solve as if they were consultants. Students have to work in team work on this problem. They have to make a presentation of their work at the end of the semester.</p>

<p>Assessment Scheme:</p>	<p>Students' knowledge and understanding is assessed by individual exam and team work tasks.</p> <p>Evaluation consists of:</p> <p>Final exam (50%)</p> <p>Classwork (40%)</p> <p>Presentation (10%)</p> <p>Evaluation:</p> <p>0%-51%: fail (1)</p> <p>51.1%-59.9%: pass (2)</p> <p>60%-74.9%: fair (3)</p> <p>75%-87.9%: good (4)</p> <p>88%-100%: excellent (5)</p> <p>Maximum 20% missing (3 classes) is acceptable.</p>
<p>Core Learning Materials:</p>	<p>Altman, W., 2008: what's the point of management consultants?. In.: Engineering & Technology (17509637); 7/5/2008, Vol. 3 Issue 12, p80-83, 4p,</p> <p>Biswas, Sugata – Twitchell, Daryl: Management Consulting, 2nd Edition, John Wiley & Sons. Inc., New York, 1999, 2002 pp. 5-28; 69-73; 101-126; 209-237.</p> <p>Economist, 2011: Advice for consultants. In The Economist. 6/4/2011,</p> <p>Kubr M, 2002 : Management Consulting – A guide to the profession. International Labour Office Geneva. 3-85, 153-261, 547-575 pp.</p> <p>Markham, Calvert: Developing Consulting Skills = Consulting to Management - C2M, 2005, Vol. 16. Issue 4, pp. 33-37.</p> <p>Nadler A.,D., 2005: Confession of a trusted consultant. In: HBR, 2005/sept. 68-77 pp.</p> <p>Poór, József – Gross, Andrew: Management Consultancy in an Eastern European Context, KJK-Kerszöv, Budapest, 2003 pp. 13-39; 57-72; 145-156.</p> <p>Sadler, Philip (ed.): Management Consultancy, Kogan page, London 2001. pp. 293- 321.</p> <p>RASIEL ETHAN M., FRIGA PAUL N.: The McKinsey Mind. McGraw-Hill. 2002. 1-103 pp.</p> <p>Schiffman, Stephan: The Consultant's Handbook, 2nd Edition, Adams Media Corporation Holbrook, Massachusetts, 2001 pp. 103-135.</p>
<p>Optional Learning Material:</p>	

Code	M17VZB15E	ECTS Credit	6
Module Title:	QUALITY MANAGEMENT		
Term:	spring		
Module Leader:	Dr. Roland Schmuck	Office Hours:	Tuesday 3.30-4.30 PM, B219
Telephone:	+36-72-501-599/23369	E-mail:	roland@ktk.pte.hu
Short Description:	The goal of the course is to show the concepts and methods of quality management in organizations.		
Sessions (weeks)			
<p>(The schedule is tentative, and subject to change.)</p> <p>Differing perspectives on quality</p> <p>Quality theory</p> <p>The Gung Ho case study</p> <p>Global supply chain quality and international quality standards; Strategic quality planning</p> <p>Sakti Hendra Pramudya guest lecturer: Quality management at Wikipedia Indonesia</p> <p>The voice of the customer; The voice of the market; Quality and innovation in product and process design; Designing quality services</p> <p>Managing supplier quality in the supply chain; Acceptance sampling</p> <p>The tools of quality</p> <p>Biomark company visit: Pécs, Eperfás street (28th March 2019)</p> <p>Reading week – No lesson (4th April 2019)</p> <p>Spring break – No lesson (11th April 2019)</p> <p>Student presentations of solutions based on the Biomark company visit (25th April 2019)</p> <p>Group work exercise 1st part (2nd May 2019)</p> <p>Group work exercise 2nd part (9th May 2019) ; Closing the course</p> <p>Final exam in the exam period (exact date to be pronounced later)</p>			
Rationale Including Aims:	The aim of this module is to provide students with basic knowledge of quality assurance and quality management showing tools and methods that can be used in practice.		
Learning Outcomes: Knowledge	<p>On completion of this module the successful student will be able to:</p> <p>Understand basic quality assurance and management definitions, including the principles of quality management,</p> <p>Understand the concepts of different quality management systems such as the ISO 9001, TQM, etc,</p>		

	Develop critical and analytical problem-based learning and transferable skills.
Learning Outcomes: Skills	<p>This module enhances the development of the students' existing skills base, allowing for a cumulative learning experience. The skills gained in this module are transferable and they can be used in several situations.</p> <p>By the end of this module students will be able to demonstrate:</p> <p>ability to have a complex view on quality management,</p> <p>ability to create and evaluate quality policy and quality goals,</p>
	<p>ability to analyse and develop company operations based on the principles of quality management,</p> <p>ability to use quality management tools and methods, team work skills are enhanced by group work tasks.</p>
Teaching and Learning Strategies:	<p>The course consists of lectures, where up-to-date principles and tools are introduced by the lecturer.</p> <p>Team work case study presentations give opportunity of analysis and class discussion of these principles in practice.</p> <p>Case studies provide opportunity of a detailed analysis of real-world cases to further develop skills and deeper understand the principles.</p> <p>Company visit helps students experience quality management in practice.</p>
Assessment Scheme:	<p>Evaluation consists of:</p> <p>Final exam (50%): written exam in the exam period</p> <p>Class work (50%):</p> <p>Case studies (6x5%=30%)</p> <p>Presentation (10%)</p> <p>Group work exercise (10%)</p> <p>Marking:</p> <p>0%-51%: fail (1)</p> <p>51.1%-59.9%: pass (2)</p> <p>60%-74.9%: fair (3)</p> <p>75%-87.9%: good (4)</p> <p>88%-100%: excellent (5)</p> <p>Maximum 20% missing (3 classes) is acceptable.</p>

<p>Further on Assessment:</p>	<p>Case studies: There will be 7 case studies handed out during the classes to be solved in classwork. Only the best 6 solutions will be used to calculate your points, so you can skip one case study without any points lost.</p> <p>Presentation: You need to make one presentation based on the company visit at Biomark. Presentation should be about quality management and quality improvement suggestions at Biomark based on your own ideas. Presentation pointing consists of: content and structure, presentation style and visualization, excitement and involving audience.</p> <p>Group work exercise: This will be a training exercise to be solved in teams. The work will overlap two sessions in two weeks. You need to participate in both to receive all the points. In partial participation the points will be given proportionally. Further details about it will be announced before the exercise.</p> <p>Final exam: Topics will include topics included in the lessons and the book listed in the core learning materials. Some chapters may not be covered. The lecturer will give you further information about before the exam period.</p>
<p>Core Learning Materials:</p>	<p>Foster, S. Thomas: Managing Quality: Integrating the Supply Chain. Sixth Edition, Pearson, 2017</p> <p>Slides of lectures to be provided after lectures in Neptun</p>
<p>Optional Learning Material:</p>	<p>ISO 9001 quality management standard</p> <p>Goetsch, David L. - Davis, Stanley: Quality Management for Organizational Excellence: Introduction to Total Quality. Pearson, 2016</p> <p>Schmuck, Roland: A minőségirányítás alapjai, Comenius Kiadó, 2010</p> <p>Summers, Donna C. S.: Quality Management. Pearson, 2009</p> <p>Total Quality Management and Business Excellence journal, Taylor & Francis Group</p>

Code	M17VZB05E	ECTS Credit	6
Module Title:	CHANGE MANAGEMENT		
Term:	spring		
Module Lecturer:	Mariann Benke assistant lecturer	Office Hours:	Thursday 1:00-2:00 PM B223 office
Telephone:	+36-72-501-599/23320	E-mail:	benkem@ktk.pte.hu
Teaching assistant		E-mail:	
Short Description:	Change Management is an area of management studies re-evaluating, synthesizing, and applying existing knowledge. The core aim of the course is to make students exercise managerial decision-making skills, to provide knowledge and skills for them to become change agents in organizations.		
Sessions (weeks)			
(The schedule is tentative, and subject to change.)			
1. 4 Feb	Requirements, introduction Organizations and their changing environments Case study / practical task		
2. 11 Feb	The nature of organizational change Case study / practical task		
3. 18 Feb	Organizational structure, design and change Case study / practical task		
4. 25 Feb	Culture and change Case study / practical task		
5. 4 Mar	Hard systems models of change Case study / practical task		
6. 11 Mar	Company visit		
7. 18 Mar	Soft systems models of change Case study / practical task		
8. 25 Mar	Individual, Interpersonal, and Group Process Approaches Case study / practical task		

9. 1 Apr	Company visit or Guest lecturer Practical task
10. 8 Apr	Spring break (no lesson)
11. 15 Apr	Guest Lecturer Case study / practical task
12. 22 Apr	Reading week (no lesson)
13. 29 Apr	Deadline of submitting individual papers (10 points) Presentations of individual reports (5 points)
14. 6 May	Presentations of individual reports (5 points)
	Final exam in Exam period
Rationale Including Aims:	The course aims at improving students' already existing knowledge in management and forces them to apply these to complex situations. Tasks will improve their ability of working in groups and communication and presentations skills, especially in novel and challenging situations. Concepts and theories will be critically analysed, and existing knowledge will be applied to higher level problems, this way analytical and synthesizing skills will be improved.
Learning Outcomes: Knowledge	Master level knowledge about change and organization development. Students will be able to: evaluate theories and apply them to real life situations. comprehend the effect of change on organizations and individuals. use their knowledge to improve organizational efficiency and effectiveness.
Learning Outcomes: Skills	Capability of analysing complex situations and identifying key turning points in them. Ability of designing and carrying through both simple and complex change efforts. Development of human skills. Aiding people in threatening situations. Ability of leading in difficult times.

<p>Teaching and Learning Strategies:</p>	<p>Classes will be separated to two parts: in the first part a lecture will be provided about the main topic, then in the second half either an exercise will be given or a case study will be analysed in class relevant to the topic. Students are expected to read material before class. To enhance practical skill building, role plays, videos and discussion groups will be used.</p>
<p>Assessment Scheme:</p>	<p>Total points (100) consists of:</p> <p>Class work (case studies solutions) = 35 points (only the best 5 of 8 case study solutions are counted: 5x7 points). The cases will be distributed on the lessons.</p> <p>Individual paper = 15 points (written report 10 points + presentation 5 points). There is no obligation to deliver PPTs for the presentation.</p> <p>Written exam = 50 points</p>
	<p>Evaluation:</p> <p>0%-50%: fail (1)</p> <p>50.01%-60%: pass (2)</p> <p>60.01%-75%: fair (3)</p> <p>75.01%-88%: good (4)</p> <p>88.01%-100%: excellent (5)</p> <p>Maximum 20% missing (3 classes) is acceptable.</p>

<p>Requirements of individual paper</p>	<p>Focus: Change management and your dissertation topic. (If your dissertation topic is nothing to do with change management, you can choose another case.)</p> <p>Theoretical background: 3-4 references from world-leading journals or books.</p> <p>Length: 10-13 pages (Times New Roman 12, 1.5 linespacing) with the following suggested structure:</p> <p>theories used 2-3 pages, discussion on the change topic (either macro or micro aspect is acceptable) 6-7 pages, recommendations 2-3 pages.</p> <p>In the paper please use theories discussed during the semester, mainly the soft and the hard systems models of change. Other theories discussed during the semester (structure, culture analysis, etc) can also be used. You can use one or more theories in your paper.</p> <p>Submission: electronically in e-mail to benkem@ktk.ptk.hu or take the file with you to the lesson. No need for a printed copy.</p> <p>Verbal presentation should be a short summary of your paper. Presentations will be scheduled individually to the last two lessons of the semester.</p> <p>Plagiarism is not acceptable!</p> <p>Evaluation consists of the paper and the presentation together:</p> <p>Written paper: max. 10 points (in case of one week late submission the maximum points can be 50%=5 points after one week the paper is unacceptable)</p> <p>Presentation: max. 5 points</p>
<p>Core Learning Materials:</p>	<p>Senior, Barbara – Swailes, Stephen: Organisational Change. 5th Edition. Prentice Hall, 2016. (previous editions after 2002 are acceptable)</p> <p>Cummings, Thomas G. – Worley, Christopher G.: Organizational Development and Change. 10th Edition. Cengage Learning, 2014 (or 9th Edition. South Western, 2009)</p> <p>Slides of the lectures.</p>
<p>Optional Learning Material:</p>	<p>It is suggested that students follow Harvard Business Review's actual managing change articles in the given semester.</p> <p>Carnall, C.: Managing Change in Organizations. 6th Edition. Prentice Hall, 2014</p>

Code	M17VZB04E	ECTS Credit	6
Module Title:	LEADERSHIP AND INTERNATIONAL MANAGEMENT		
Important information:	Primarily the course will be offered for full-time master students only, and in case the courses will not be full, then it will be available for everyone.		
Term:	spring		
Module Leader:	Zsuzsanna Vitai	Office Hours:	Monday: 14 p.m. – 15 p.m. Or by appointment via the Program's secretary, Gabriella Kohlmann
Telephone:	23198	E-mail:	vitai@tkk.pte.hu
Short Description:	The module presumes that students had participated already at some introductory management course such as Organizational Behavior, General Management, or International Business Management. This module specifically addresses those critical problems and significant challenges that leaders and managers face in their daily lives. It will explore how can the student as a future manager and leader build and sustain high performance at the individual, group and organizational levels. The module emphasizes that it will be based on previous knowledge and will analyze, synthesize and raise previous experience to a higher stage. Besides aiming at a comprehensive coverage of the main theories, the module will develop, strengthen and polish skills such as motivation, communications, influence, conflict handling, negotiation.		
Sessions (weeks) Every Wednesday 11-12 30 a.m. and 12 30-14 p.m.			
There might be slight changes in the schedule, due to unforeseen events!			
1. 02. 06.	Requirements, introduction Methodology, Ice breaking exercise – group formation Readings for the class: Textbook: Chapter 1 What does it Mean to Be a Leader?		
2. 02. 13.	Traits. Behaviors and Relationships Readings for the class: Textbook: Chapter 2 Traits. Behaviors and Relationships		

<p>3. 02. 20.</p>	<p>Contingency Approaches to Leadership Readings for the class: Textbook: Chapter 3 Contingency Approaches to Leadership</p>
<p>4. 02. 27.</p>	<p>The Leader as an Individual Readings for the class: Textbook: Chapter 4 The Leader as an Individual</p>
<p>5. 03. 04.</p>	<p>First computer exam! MONDAY!</p>
<p>5. 03. 06.</p>	<p>Leadership Mind and Heart Readings for the class: Textbook: Chapter 5 Leadership Mind and Heart Online Class – NO attendance is required!</p>
<p>6. 03. 13.</p>	<p>Courage and Moral leadership Readings for the class: Textbook: Chapter 6 Courage and Moral leadership</p>
<p>7. 03. 20.</p>	<p>Followership Readings for the class: Textbook: Chapter 7 Followership</p>
<p>8. 03.27.</p>	<p>Motivation and Empowerment Readings for the class: Textbook: Chapter 8 Motivation and Empowerment</p>
<p>9. 04.01.</p>	<p>Second computer exam! Monday!</p>
<p>9. 04. 03.</p>	<p>Leading Teams Readings for the class: Textbook: Chapter 10 Leading Teams Online Class – NO attendance is required!</p>

10. 04. 08.-04. 14	Spring break, no class!
11. 17.04.	Guest lecture Stephan Kühnel Dresden University of Applied Sciences.
12. 04. 24	Decision-making –theories and practice Readings for the class: Osland, J.S., Kolb, D.A., Rubin, I.M.: Organizational Behavior, 8th ed. Chapter 17 Luthans, F. Organizational Behavior, 9th ed. Pages 365-377 Articles: Kahneman, D., Rosenfield, A.M., Gandhi, I., Blaser, T.: Noise Harvard Business Review, October2016 Soyer, E,, Hogarth, R.M.: Fooled by Experience Harvard Business Review, May 2015
12. 01.05.	
13. 05. 08.	Leadership Power and Influence Readings for the class: Textbook: Chapter 12 Leadership Power and Influence
Rationale IncludingAims:	To integrate management knowledge and show students how successful organizations areled achieving the threefold main aims of business: profit, growth and stability in the conditions of the international business environment.
Learning Outcomes: Knowledge	The module will help students to analyze and critically evaluate the nature of: individual behavior in organizations as it affects the leader’s ability to work with others, group processes as they affect decision making and implementation, problems – national and global, leaders encounter during the course of their work
Learning Outcomes: Skills	This module will develop the students’ competence to apply a range of management skillsto the practice of management in the international context such as: critical thinking and creativity, problem solving and managerial decision making with an emphasis on personal effectiveness and self-efficacy.

<p>Teaching and Learning Strategies:</p>	<p>Each week we will focus on a particular challenge facing managers. The goal is to highlight effective strategies for dealing with these challenges. We will accomplish this by discussing concepts and analyzing related cases. Each week there will be assigned readings and problems to be dealt with individually before class. Each week there will be time spent with:</p> <p>theories, cases, discussion and practical exercises.</p> <p>All these and the assigned readings are important to achieve course objectives. Therefore, students are expected to have thoroughly read the assigned readings for the day and be ready to discuss them and their implications in the light of previous readings and assignments. Students will get the MindTap software and assignments will be provided and monitored via the computer.</p>
	<p>- The cases and exercises provide concrete situations to which students should apply the concepts introduced in the readings. They provide an opportunity for them to practice diagnosing the nature and causes of leadership performance and to practice thinking through the potential consequences of action strategies.</p>
<p>Assessment Scheme:</p>	<p>Three computer quizzes: 20% each (60%)</p> <p>Class contribution during the semester:</p> <p>MindTap assignments 20%</p> <p>Class participation 20%</p>
<p>Core Learning Materials:</p>	<p>Textbook: Richard. L. Daft: The Leadership Experience 7th edition</p> <p>Cengage Learning MindTap interface – provided by the Faculty of Business and Economics</p>
<p>Optional Learning Materials:</p>	<p>Any leadership book published after 2010.</p>

Code	M17VZB03 E	ECTS Credit	6
Module Title:	STRATEGIC MANAGEMENT		
Term:	fall		
Module Leader:	Dr. Roland Schmuck	Office Hours:	Monday 2.00-3.30 PM, B219
Telephone:	+36-72-501-599/23369	E-mail:	roland@ktk.pte.hu
Short Description:	The globalisation, extended European international co-operation, spreading West- European-Hungarian joint ventures, appearance of multinational firms in Hungary, the joining of Hungary to the European Union requires new knowledge of corporate planning, strategic management. This subject intends to serve and fulfil this demand.		
Sessions (weeks)			
(The schedule is tentative, and subject to change.)			
1.	INTRODUCTION. Course outline. ENVIRONMENT. Changing European environment: globalisation. Factors forcing changes in the world and Europe. Internationalised industries, multinational enterprises.		
2.	CORPORATE BUSINESS AND FUNCTIONAL STRATEGIES. An integrated approach to international business strategy. The nature of strategy. The three contrasting paradigms. Nature of strategy.		
3.	CORPORATE BUSINESS AND FUNCTIONAL STRATEGIES. Corporate parenting. Strategic management styles.		
4.	PÉCS-POGÁNY AIRPORT COMPANY VISIT. Examining strategic approaches and issues at a real company. (25th SEPTEMBER 2019)		
5.	CORPORATE BUSINESS AND FUNCTIONAL STRATEGIES. New game vs. same game strategy. Corporate strategy, business strategy, functional strategy. Business performance and corrective adjustments.		
6.	THE INTERNATIONALISATION PROCESS. International business dynamics. Cross-border market entry decisions. International business development. International financial management. Measuring international business performance. Bi-polarization theory.		
7.	EXTERNAL TRIGGERS TO THE INTERNATIONALISATION PROCESS. Meta-level developments in the world economy. PEST analysis. Assessing the internationalisation of industries: globalisation versus localisation. 4C analysis.		
8.	AUTUMN HOLIDAY (23RD OCTOBER 2019)		

9.	INTERNAL TRIGGERS TO THE INTERNATIONALISATION PROCESS. Shaping an international vision and mindset. Organisational dynamics. Managing organisational change. Assessing and changing corporate culture. Resource capability and competitive advantage. Managing organisational change to improve business performance.
10.	RESTRICTED NATIONAL MARKET SCOPE. National market development over time. Sustainability of national strategies. Internal vs. external growth. Measuring competitive advantage. Inter-market comparisons. Benchmarking.
11.	READING WEEK. (13TH NOVEMBER 2019)
12.	INTERNATIONAL MARKET ENTRY AND DEVELOPMENT. Measuring company competitiveness. Inter-market comparisons. Benchmarking.
13.	GUEST LECTURER FROM FTA GROUP KFT. Start-up companies and their strategies.
	FINAL EXAM IN EXAM PERIOD (EXACT DATE TO BE PRONOUNCED LATER)
Rationale Including Aims:	The aim of this module is to provide students with enhanced and deepened knowledge of strategic management principles and tools to help them better understand the operation of a company and to be able to build a career in a diverse range of business organisations worldwide. The module enhances the student's existing knowledge base as it provides a complex view on company management and integrates several basic economic principles. The module also enhances several different and important skills of the students. It develops the critical and analytical powers of students with the help of real world case studies and prepares them for graduate employment.
Learning Outcomes: Knowledge	On completion of this module the successful student will be able to: Analyse the factors which affect the strategy of companies, including external and internal triggers, strategic options Develop critical and analytical problem-based learning and transferable skills Better understand nowadays complex environment and be able to identify strategic options for the future, evaluate them and select appropriate solutions to them Understand the internationalization process, how to formulate and implement strategies in a rapidly changing competitive international environment Evaluate the respective strengths and weaknesses of different strategies and critically analyse them Plan and manage the strategy of a company

<p>Learning Outcomes: Skills</p>	<p>This module enhances the development of the students' existing skills base, allowing for a cumulative learning experience. The skills gained in this module are transferable and they can be used in several situations.</p> <p>By the end of this module students will be able to demonstrate:</p> <p>Ability to have a complex view of long-term planning including problem solving, strategic planning and coping with uncertainty</p> <p>Analyse, interpret, evaluate and handle complex situations in a rapidly changing international environment</p> <p>Positive contribution to decision making skills</p> <p>Team work skills are enhanced by group work tasks</p>
<p>Teaching and Learning Strategies:</p>	<p>The course consists of lectures, where up-to-date principles and tools are introduced by the lecturer.</p> <p>Team work case study presentations give opportunity of analysis and class discussion of these principles in practice.</p>
	<p>Case studies provide opportunity of a detailed analysis of real-world cases to further develop skills and deeper understand the principles.</p>
<p>Assessment Scheme:</p>	<p>Students' knowledge and understanding is assessed by individual exam and teamwork tasks.</p> <p>Evaluation consists of:</p> <p>Final exam (50%)</p> <p>One presentation in teamwork (10%)</p> <p>Case studies in teamwork (8x5%=40%)</p> <p>Evaluation:</p> <p>0%-51%: fail (1)</p> <p>51.1%-59.9%: pass (2)</p> <p>60%-74.9%: fair (3)</p> <p>75%-87.9%: good (4)</p> <p>88%-100%: excellent (5)</p> <p>Maximum 20% missing (3 classes) is acceptable.</p>
<p>Further on Assessment:</p>	<p>Final Exam</p> <p>Candidates are not allowed to use any written or printed material, including books, slides, etc. It is not allowed to use communication and/or recording equipment like notebooks, tablets, mobile phones, calculators, etc.</p> <p>In those questions where examples are requested, examples can be chosen from case studies presented by any student group during the semester or give own examples.</p>

	<p>Presentations</p> <p>Each student have to make one team work presentation in predefined student groups. The topic of the presentation is discussed at the first lesson. All of the presentations are about case studies. Students have to make an analysis of the given case study and make a presentation of it. Case study materials are provided to the students by the instructor.</p> <p>Presentations should take about 20-30 minutes including dispute. Presentations are evaluated by:</p> <p>content and structure, implementation and presentation style, involving audience and drawing attention.</p> <p>Case study analysis</p> <p>During the semester case studies are handled to the students who need to analyse them according to theories discussed throughout the course. Case study analysis have to be done in teamwork during the classes. Submission: until the end of the lesson. Pointing of the case study analysis class work is in total 40 points (the best 8 of 10 case study solutions: 8x5 points). The cases will be distributed on the lessons.</p>
<p>Core Learning Materials:</p>	<p>Basic books:</p> <p>ELLIS, JOHN - DAVID WILLIAMS: International Business Strategy. Pitman Publ., London, 1995 ISBN 0-273-60712-X (US version can be used as well)</p> <p>FITZROY, PETER – HULBERT, JAMES M. – O’SHANNASSY, TIMOTHY: Strategic Management: The Challenge of Creating Value, 3rd Edition, Routledge, 2016</p> <p>Other core materials:</p> <p>DAVID, FRED R.: Strategic Management. Concepts and Cases. 14th Edition, Pearson, 2013</p> <p>JOHNSON, GERRY – WHITTINGTON, RICHARD – SCHOLLES, KEVAN: Exploring Strategy: Text & Cases. 9th edition, Pearson, 2011</p>

<p>Case studies:</p>	<p>Case studies included in the presentations are the following:</p> <p>Adidas</p> <p>Apple</p> <p>BMW</p> <p>Bristol-Meyers Squibb</p> <p>Cordia</p> <p>Danone</p> <p>Hotpoint</p> <p>Le Creuset</p> <p>Severstal</p> <p>World Airline Industry</p> <p>Furthermore to the above cases, more case studies are analysed during the course in team work.</p>
<p>Optional Learning Material:</p>	<p>ASHTON, JAMES E. - FRANK X. COOK, JR - PAUL SCHMITZ: Uncovering Hidden Value in a Midsize Manufacturing Company. Harvard Business Review, June 2003, 111-119.</p> <p>COHEN, STEPHEN S. AND GAVIN BOYD (ed.): Corporate Governance and Globalization. "New Horizons in International Business Series", 2000</p> <p>ELSBACH, KIMBERLY D.: How to Pitch a Brilliant Idea? HBR Sept 2003, 117-123</p> <p>FARREL, DIANA: The Real New Economy. Harvard Business Review, October 2003, 104-112.</p> <p>GHEMAWAT, PANKAJ – FAIBORZ GHADAR: The Dubious Logic of Global Megamergers. Harvard Business Review, July-August 2000.</p> <p>GHEMAWAT, PANKAJ: The Forgotten Strategy. Harvard Business Review, November 2003</p> <p>GOSLING, JONATHAN - HENRY MINTZBERG: The Five Mind of a Manager. HBR Nov 2003, 54-63.</p> <p>HARVARD BUSINESS REVIEW – PORTER, MICHAEL E. – KIM, W. CHAN – MAUBORGNE, RENEE: HBR's 10 Must Reads on Strategy. Harvard Business Review, February 2011</p> <p>IANSITI, MARCO - ROY LEVIEN: Strategy as Ecollogy. Harvard Business Review, March 2004, 68-78.</p>

JOHNSON, GERRY – WHITTINGTON, RICHARD – SCHOLES, KEVAN: Fundamentals of Strategy. 2nd Edition, Pearson, 2012

KANTER, ROSABETH MOSS: Thriving Locally in the Global Economy. Harvard Business Review, August 2003, 119-127.

KIM, W. CHAN – RENÉE MAUBORGNE: Knowing a Winning Business Idea. Harvard Business Review, September-October 2000, 129-138.

LESSEM, RONNIE: Managing in Four Worlds. Long Range Planning 34 (2001) 9-32

LORANGE, PETER: Intrapreneurship. Lausanne, 2000.

MSJ: Grundfos A/S in an International Perspective, Aalborg University, Department of Business Studies, Center for International Business, last updated in September 2009

NOHRIA, NITIN -WILLIAM JOYCE - BRUCE ROBERTSON: What Really Works. Harvard Business Review, July 2003, 43-52

PETERMAN, JOHN: The Rise and Fall of the J. Peterman Company, Harvard Business Review, September 1999

PILLMORE, ERIC M.: How We're Fixing Up Tyco? Harvard Business Review December 2003, 96-103.

PORTER, MICHAEL: What is Strategy. Harvard Business Review, November-December 1996

PORTER, MICHAEL: Strategy and the Internet. Harvard Business Review, March 2001

PORTER, MICHAEL: The Five Competitive Forces That Shape Strategy. Harvard Business Review, January 2008

PORTER, MICHAEL: The Looming Challenge to U.S. Competitiveness. Harvard Business Review, March 2012, 55-62

PRAHALAD, C. K. - KENNETH LIEBERTHAL: The End of Corporate Imperialism. Harvard Business Review, August 2003

STALK, GEORGE JR - ROB LACHENAUER: Hard Ball - Five Killer Strategies for Trouncing the Competition. Harvard Business Review, April 2004, 62-71.

WARTICK, STEVEN - DONNA J. WOOD: International Business and Society. Blackwell, Oxford, UK, 1998 (Chapters 1-4, 6-7).

WHEELLEN, THOMAS L. – HUNGER, J. DAVID: Concepts in Strategic Management and Business Policy. Toward Global Sustainability. 13th Edition, Pearson, 2012

Code	M17VZB10E	ECTS Credit	6
Module Title:	KNOWLEDGE MANAGEMENT		
Term:	fall		
Module Leader:	Dr. Edit Bányai associate professor and Brigitta Szabó-Bálint assistant lecturer	Office Hours:	Dr. Edit Bányai: Tuesday 11:00-12:00 Brigitta Szabó-Bálint: Thursday: 13:00-14:30
Telephone:		E-mail:	banyai.edit@ktk.pte.hu balintb@ktk.pte.hu
Short Description:	This module builds on the theoretical and methodological foundation provided by the Organizational Behaviour and Human Resource Management module of the BA Programme and is designed to make students aware of the importance of knowledge and talent in the value production of organizations, and prepare them to be able to critically deal with issues in this field.		
Sessions (weeks):			
1	Introduction to the semester program. Creating a common understanding, goals and expectations. Team formation. Clarification of results and requirements. Introduction to knowledge management. Critical insight over the different approaches to knowledge management. Trends, problems and solutions. Chapter 1-2 SZBB		
2	The nature of knowing. Basic KM definitions (knowledge, learning, memory, knowledge management etc). The dimensions of knowledge. Knowledge management strategy. Chapter 1-2 SZBB		
3	Creating knowledge: organizational learning Chapter 5 BE		
4	Learning organization. Organizations as open learning systems. What do influence success of companies? The transformation of resources to performance. What creates a learning organizational culture? The learning organization concept. System dynamics and system thinking basics. Chapter 6 SZBB		
5	Knowledge management tools (tools for capturing, evaluating, sharing knowledge) Chapter 7 BE		
6	Developing knowledge-sharing and talent-focused culture Chapter 9 BE		
7	Type and measurement of intellectual capital. Chapter 3 The evaluation of human capital. Guest lecturing		

8	The relationship between knowledge management and other management fields. Macro and micro context of talent management. Talent management as a strategic issue in knowledge and performance focused organizations. (war for talent, employer branding, etc) SZBB
9	Implementing knowledge management. The issues of leading people in knowledge-based organizations. Chapter 10 BE
10	Talent management process and practices. (attracting, developing and retaining the right talent, succession planning) SZBB
11	Project presentation
12	Project presentation
Rationale Including Aims:	<p>The subject is aimed to provide students with knowledge, which they can use successfully in their future career. For this reason, it is important to introduce the newest and significant knowledge and talent management concepts. A special focus is placed on the practical aspects and application of the issues covered in the framework of this course.</p> <p>Aim is to develop students' ability to create and sustain an organizational culture and environment that is driven by intellectual capital, learning capabilities and knowledge.</p>
Learning Outcomes: Knowledge	<p>At the end of the module successful students will be able</p> <p>to understand importance of knowledge and talent in the value production of organizations and critically evaluate the different approaches to knowledge and talent management.</p> <p>to differentiate between human, structural, social, relationship and intellectual capital and explain the appropriateness of their use in any strategy for enhancing organizational learning and knowledge.</p> <p>to understand and apply appropriate methods to evaluate critical knowledge and talent management processes in the organizational context, so as to demonstrate their impact on the achievement of organizational goals.</p>
Learning Outcomes: Skills	<p>By the end of this module successful students will be able to evaluate critically theories and practice of knowledge and talent management, apply different concepts and also to solve such problems in organizations where they work.</p>
Teaching and Learning Strategies:	<p>In order to reach the goals set above, the lecture, which provides critical insight of the topic, will always be supported by in-class presentations and/or case studies, and home assignments. Students are expected to read the material before class since active participation in class discussions is a requirement. By analyzing the elected cases students develop their problem solving capabilities and improve their skills in this field.</p>

<p>Assessment Scheme:</p>	<p>Classroom work and homework assignment: 50 %</p> <p>Individual work: 10 %</p> <p>Group work: 20 %</p> <p>Project work (group work): Comparison of Global Companies' Knowledge Management Practices 20%;</p> <p>Exam: 50 %</p> <p>Bonus points: max. 10</p> <p>During the semester students can earn 10 extra points with active participation and meaningful comments. They can get max. 2 points per class. It will be only considered if the student reaches 51 % from the total score.</p>
<p>Further on Assessment:</p>	<p>Classroom work includes case studies with assignments to be solved partly individually partly as group work</p> <p>The exam is a closed book exam based on the topics covered during the semester.</p>
<p>Core Learning Materials:</p>	<p>Jashapara, Ashok (2011): Knowledge management. An Integrated Approach. Pearson, Prentice Hall.</p> <p>o Chapters: 1, 2, 3, 5, 6, 7, 9, 10</p> <p>Hatum, Andrés (2010): Next generation talent management: talent management to survive turmoil, pp. 37-123.</p> <p>King, K. A. – Vaiman, V. (2019): Enabling effective talent management through a macro-contingent approach: A framework for research and practice. BRQ Business Research Quarterly, Volume 22, Issue 3, pp. 194-206. https://doi.org/10.1016/j.brq.2019.04.005.</p> <p>Slides of the lectures</p>

Optional Learning Material:

Davenport T.H., De Long D.W., Beers M.C., (1998): Successful Knowledge Management Projects

Lehner, F and Haas, N. (2010) "Knowledge Management Success Factors – Proposal of an Empirical Research" in: Electronic Journal of Knowledge Management Volume 8 Issue 1 (pp79 - 90), available online at www.ejkm.com

Nonakai, I., 2007: The Knowledge Creating Company. In: Harvard Business Review, 2007, July-Aug. 162-171 pp.

Wang Sheng, , Raymond A. Noe, 2010: Knowledge sharing: A review and directions for future research. in: Human Resource Management Review 20 (2010) 115–131

Zack M., H.,- 1999: Developing a Knowledge Strategy California Management Review Vol. 41, No. 3 Spring 1999. 125-145 pp.

Cappelli, Peter (2008): Talent Management for the Twenty-First

Dobrai, Katalin – Farkas Ferenc (2009): Knowledge Creation in the co-operation between Knowledge-Intensive Business Services and Client Organizations – A Theoretical Approach. In: Advances In Management, India, 2(6), pp. 7-12.

Dobrai, Katalin (2008): Knowledge-Related Issues in Human Resource Management. Proceedings of the International Conference: "New Trends and Tendencies in Human Resource Management – East Meets West", Pécs, Hungary, 13-14, June, 2008 CD: ISBN 978-963-642-3

Dobrai, Katalin and Farkas, Ferenc (2008): Knowledge-Based Organizations: Examining Knowledge Processes in Public-Serving Nonprofit Organization. International Journal of Knowledge, Culture and Change Management (Common Ground Publishing, Australia) Volume 8, Issue 2, pp. 9-22.

Ready, Douglas A. – Conger, Jay A. (2007): Make your company a Talent Factory, HBR, June 2007, 68-77

Schiemann, William A.: Reinventing Talent Management. How to Maximize Performance in the New Marketplace. Wiley 2009.

Schmidt, Martin and Schmidt, Conrad (2010): How to Keep your Top Talent. HBR, May, 54-61.

Dobrai Katalin (2011): The Role of Organizational Culture in Knowledge Management. Proficient – an International Journal of Management, Aug. pp. 21-33.

List of articles may change