



UNIVERSITY OF PÉCS
Faculty of Business and Economics

STUDENT HANDBOOK

**FACULTY OF BUSINESS AND ECONOMICS
UNIVERSITY OF PÉCS**

**BSC IN BUSINESS ADMINISTRATION AND MANAGEMENT
PROGRAMME**

2022/23 academic year

Programme Director: **Mónika Galambosné Tiszberger, Dr.**



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Introduction

Your Programme Handbook

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at the Faculty of Business and Economics University of Pécs. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes on time.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the Programme Handbook to the Program Director **Mónika Galambosné Tiszberger** (tiszbergerm@tkk.pte.hu).

Information in Alternative Formats

This [handbook](#) can be found online on the Faculty's website. If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact [Judit Zsuzsanna Takács](#). We can supply sections from this publication as:

- a Word document with enlarged type — sent by email
- printed copy with enlarged type

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

The University Regulations

As a student of the University of Pécs you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the UP [regulations](#) which are available online.

WELCOME TO BSC IN BUSINESS ADMINISTRATION AND MANAGEMENT

Introduction to Faculty of Business and Economics (UPFBE)

During the time of founding the first universities in Central Europe, King Louis established the first Hungarian university in Pécs in 1367. Its persistence, however, remains uncertain. According to historical research, there must have been a separate College of Law and a College of Theology in Pécs by the end of the 15th century, replacing the university. In 1785 Emperor Joseph II moved the Royal Academy from Győr to Pécs, which was, however, relocated again in 1802.

In 1833 bishop Ignác Szepessy, in co-operation with the town council, established the Academy of Pécs, which worked with faculties of law and arts. On 15th June 1921 the Hungarian Parliament passed a bill in which the Elisabeth University, previously operating in Pozsony, was transferred to Pécs. From 1923 the institution included faculties of law, medicine, humanities and theological studies at the university. The Faculty of Humanities was brought to Kolozsvár in 1941. In 1951 the Faculty of Medicine became independent, so the University of Pécs had a single Faculty of Law.

In 1975, the Faculty of Economics was organised which, since 1970, had worked as a transferred branch of the Karl Marx University of Economics in Pécs.

The Teacher Training College of Pécs became integrated as a Faculty to the university in 1982.

The first step towards the present university with ten faculties was set up in 1991 when the Faculty of Teacher Training, after undergoing major structural changes, split into the Faculty of Humanities and the Faculty of Sciences. The Pollack Mihály Technical College was integrated into the university and the Faculty of Performing and Fine Arts was established in 1995.

The university has been running International Programs in English for non-Hungarian students since 1987. These programmes work with a professional team of academics who are able to offer courses under a wide scope of Central and Eastern European Studies.

The BA Business Administration program was launched in 1996 with a solid foundation of cooperation by the University of Pécs, Hungary and Middlesex University, UK. Since then, the MSc in Management and Leadership and MSc in Business Development programs have built upon the quality and excellence of both of these prime examples of Hungarian and British institutions of higher education. The BA Business Administration was changed to BSc in Business Administration and Management in accordance with the terminology of the national legislation.

Our BSc and MSc programs bring together a diverse student body: full-time students from a variety of countries such as Pakistan, India, China, Vietnam, Cambodia, Kazakhstan, Nigeria and a large number of exchange students mostly from the EU add variety to the programs. The BSc and MSc degrees received by graduates open the door to global careers.

The international atmosphere of the classes and the opportunities for personal consultation with the professors on your study programme; ensure that your personal advancement will be given close, individualized attention. An emphasis is put on how to apply theory in practice.

Thanks to the wide range of elective courses the program can be shaped to the needs and interest of every class. The regular group- and individual presentations enhance the communication skills of our students and help them to develop into a confident and competent cosmopolitan business professional.

To deliver the best learning experience and outcome for our students the programme is under continuous improvement to maintain the optimal module portfolio that meets the requirements of the 21st century. Most recent actions include the introduction of new elective modules that support a better understanding of current business and developmental trends of the globalized world. Simultaneously, there has been a restructuring of business core and elective modules among others in order to facilitate internationalization at home and increased social and environmental sensitivity of graduates to become ethical, responsible professionals.

The BSc in Business Administration and Management Programme has acquired EFMD accreditation in 2020. Also this inspires us for continuous improvement of the programme, including among others internationalization opportunities and interaction with external stakeholders. In the same year, the Faculty of Business and Economics joined the United Nations Principles for Responsible Management Education as an advanced signatory.

In accordance with our belief that knowledge is responsibility, our mission is “Educating excellent, solution-oriented, responsible business professionals to enhance the sustainable development of the local and the wider environment.” The BAM programme is designed to educate leaders of the 21st century who based on their knowledge, skills and competences ethically and responsibly act for a sustainable future let them be entrepreneurs, business managers, NGO activists or governmental professionals.

Welcome from your Programme Director

Congratulations on your acceptance to the Bachelor of Science in Business Administration and Management Programme (BAM).

Our program has a rich tradition of training well-rounded graduates who are able to think critically, act collaboratively, and conform in a challenging and rapidly changing environment.

This Programme aims to prepare you for the theory and practice of sustainable business management in a global, competitive and ever-changing business environment. The BAM Programme has been designed to help you develop skills and competencies that are needed to unfold the full potential in you and to successfully contribute to the advancement of humanity.

We offer many elective modules, extra-curricular workshops and activities to foster your personal development. Please, take all your chances to improve yourself in and outside the classrooms.

Beside all the gained knowledge and skills, the diverse international student body provides you a unique, intercultural experience during your studies.

I will be your Programme Director. My primary role is to guard and ensure the high quality of this programme. My colleagues and I look forward to working with you and helping you to achieve your learning and career aspirations.

I invite you to explore this handbook and also our website at the beginning of your studies and also later on to alight upon updates and new opportunities.

I wish you success, joy and excellent experiences.



Dr. Mónica Galambosné Tiszberger, PhD

Associate Professor, Programme Director

Academic Calendar for the BSc in Business Administration and Management Programme		
2022/2023 FALL SEMESTER		
Date	Place	Event
22 August – 4 September	Neptun University Registry System	Enrollment/Registration period (first year students have to register 2 nd , 3 rd , 4 th year should set their status as active)
29 August – 4 September*	Neptun University Registry System	Course registration*(compulsory for ALL students)
31 August	Room to be determined later	Orientation for BSc first year students
5 September	Room to be determined later	First day of teaching
19 August 1st installment 15 October 2nd installment 15 November 3rd installment		Tuition fee payment deadline for 375,000 HUF/ 3,500 € for non-EU / 1,150 € for EU paying freshmen**
24 September	Study Departement	Deadline for credit accreditation request (Request form G)
1 October		Deadline for postponing studies (set status as passive) by request (Request from C)
26 September – 23 October	Neptun University Registry System	Thesis topic selection period in Neptun for BSc 3
31 October – 4 November		Fall break
27 October	Hatchery	Programm Voice Group Meeting
2 November - 9 November (+ one week for 1,000 HUF/day delay fee)	Neptun University Registry System	Deadline for (re)submitting the thesis + Deadline for submitting Mentor's evaluation /Internship fulfillment (BSc 4 students) Deadline for submitting Internship Mentor's evaluations
7 November	Neptun University Registry System	Announcement of exam dates

16 November 1 pm.	Neptun University Registry System	Neptun exam application starting date
10 December		End of the fall semester – last day of teaching
12-17 December and 2 – 21 January 2023		Exam period
19-20 December	Rooms and exact dates will be determined in November	Thesis defence period 1 (you can choose between the December and January date)
19-21 January 2023	Rooms and exact dates will be determined in November	Thesis defence period 2
<p>*After the 11th September it is not possible to sign up for a course in the Neptun. Please, do not forget that if you are not signed up for a course in the Neptun you are not allowed to take an exam and receive a grade and the credits for the given course.</p> <p>** Tuition fee remains the same amount during your studies based on the year of enrollment.</p>		

PART ONE: PROGRAMME DETAILS

Your Programme Team

Faculty's Leadership and Programme Management

Field of responsibility	Name	Extension	Location	E-mail
Dean	András Takács Dr.	23155	B235	takacs.andras@ktk.pte.hu
Vice-Dean for Educational Affairs	Katalin Erdős, Dr.	63134	B244	erdosk@ktk.pte.hu
Programme Director	Mónika Galambosné Tiszberger, Dr.	63146	B118	tiszbergerm@ktk.pte.hu
Programme Coordinator	Judit Zsuzsanna Takács	23159	B135	takacs.judit@ktk.pte.hu

Teaching staff

Module Title	Lecturer(s) in Charge	Extension	Location	E-mail
Advertising and Sales Promotion	Ákos Nagy, Dr	63133	B226	nagya@ktk.pte.hu
Banking and Finance	Zoltán Gál, Dr	23267	B409	galz@ktk.pte.hu
Booms and Crises in the European Economy	Anna Horváth	NA	NA	horvath.anna@ktk.pte.hu
Business English	Marianne Szamosmenti	23189	B408	szamosm@ktk.pte.hu
Business Case Studies, Business Simulation Workshop	Márta Somogyvári, Dr	63384	B118	somogyv@ktk.pte.hu
Business Statistics	Mónika Galambosné Tiszberger, Dr	63146	B118	tiszbergerm@ktk.pte.hu
Competence Development	Edit Gyarmatiné Bányai, Dr	63373	B222	banyai.edit@ktk.pte.hu
Corporate Finance, Management Accounting and Control	Alexandra Posza	23141	B213	poszaa@ktk.pte.hu
Financial Accounting	Gábor Márkus, Dr	23199	B216	markus.gabor@ktk.pte.hu

Game of Stocks	Ákos Tóth-Pajor, Dr	23130	B213	toth-pajor.akos@ktk.pte.hu
Human Resource Management, Organizational Behaviour	Zsuzsanna Vitai, Dr, Julianna Szécskainé Németh, Dr, Judit Potó	23198	B429	vitai.zsuzsanna@ktk.pte.hu nemethj@ktk.pte.hu poto.judit@ktk.pte.hu
Information Systems	Sándor Danka, Dr.	23142	B120	danka.sandor@ktk.pte.hu
International Business	Viktória Gerdesics, Dr	23343	B226	gerdesicsv@ktk.pte.hu
International Business Communication	Péter Merza, Dr Ákos Jarjabka, Dr	23114 23368	B223 B218	merza.peter@ktk.pte.hu jarjabka.akos@ktk.pte.hu
International Career Management	Gábor Balogh, Dr, Brigitta Szabóné Bálint, Dr	23275 23254	B221 B222	baloghg@ktk.pte.hu balintb@ktk.pte.hu
International HRM Project	Zsófia Ásványi, Dr	63114	B217	asvanyizs@ktk.pte.hu
Introduction to Accounting	András Takács, Dr	23277	B246	takacs.andras@ktk.pte.hu
Introduction to Management	Norbert Sipos, Dr, Ákos Jarjabka, Dr	23132 23368	B221 B218	sipos.norbert@ktk.pte.hu jarjabka.akos@ktk.pte.hu
Introduction to Marketing, Marketing Calculations	Petra Rác- Putzer, Dr, Bence Vereckei-Poór	23129	B226	putzerp@ktk.pte.hu
Introduction to Social Sciences	Éva Somogyiné Komlósi, Dr	23377	B409	komlosi.eva@ktk.pte.hu
Investments	Vivien Kleschné Csapi, Dr	23124	B214	csapiv@ktk.pte.hu
Macroeconomics, Microeconomics,	Richárd Farkas, Dr	23395	B112	farkasr@ktk.pte.hu
Natural Resource Economics and CSR, Environmental Economics, Sustainability in the 21st century, Thesis – Consultation, Microeconomics	Katalin Erdős, Dr	63134	B244	erdosk@ktk.pte.hu
Operations Management	Zsuzsanna Hauck, Dr	63153	B119	hauckzs@ktk.pte.hu
Probability and Statistics, Data Analysis in R	Dániel Kehl, Dr	63144	B112	kehld@ktk.pte.hu
Quantitative Methods	Gyöngyi Bugár, Dr, Dóra Longauer	63289	B119	bugar.gyongyi@ktk.pte.hu

Small Business Management and Development	András Rideg, Dr	63383	B117	ridega@tkk.pte.hu
International Economics, Regional Economics	Norbert Szabó	23382	B116	szabon@tkk.pte.hu
Introduction to Entrepreneurship, Simonyi Summer Social Entrepreneurship Programme	Zsolt Bedő, Dr.	23436	B432/7	bedo.zsolt@tkk.pte.hu
The Art of Writing and Presenting	Kármén Kovács, Dr, Petra Rácz-Putzer, Dr, Péter Németh, Dr	23186 23129 23129	B117 B226 B226	kovacs.karmen@tkk.pte.hu putzerp@tkk.pte.hu nemeth.peter@tkk.pte.hu
Thesis – Research Methodology	Kármén Kovács, Dr.	23186	B117	kovacs.karmen@tkk.pte.hu
Tourism Management	Zoltán Raffay, Dr.	23276	B229	raffay.zoltan@tkk.pte.hu
Visualization with Spreadsheets	Ferenc Kruzslicz, Dr.	23113	B120	kruzslicz.ferenc@tkk.pte.hu

Note: Professors' office hours are subject to change and therefore always to be checked at the on the School's [website](#). Preferred way of communication is via e-mail or by person with all staff members listed above. Please avoid the usage of other communication platforms.

Your Programme

The first 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 of Middlesex University, London.

The overall purpose of our programme is to train and educate professionals who can manage ethically, sensitively and holistically a 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 aims and objectives of the Programme

The overall purpose of the programme is to develop professionals who can manage ethically, sensitively and holistically a range of organisations in an increasingly global and rapidly changing environment. The primary objective of the BSc BAM Programme is to be an influential, attractive provider of education for future global business managers seeking to earn a Hungarian/European bachelor's degree in English in a multicultural learning environment. The philosophy underlying this programme is the development of knowledge and skills required for the analysis of business problems

and for the formulation and implementation of solutions. The programme aims to enable students to make useful contributions to the organisations they join upon graduation. Specifically, the programme aims graduates will have:

- a sound foundation in the use of appropriate concepts, analytical tools and decision-making techniques commonly deployed in business situations;
- an understanding of business functions, of the business environment and of processes appropriate to business operations, and
- analytical, planning and operating skills which can be applied to complex, business situations;
- furthermore subject expertise and functional specialism; and a learning experience through the three years of the course which encourages the development of personal qualities and skills appropriate to, and sought after, by the business world.

Intended Learning Outcomes

The detailed curriculum map can be seen in **Appendix 1**.

Upon completion of the BSc in Business Administration and Management Programme students will be able to....	
Knowledge and understanding	PILO1: employ theoretical and conceptual knowledge to identify and analyse business problems and their social and environmental consequences in global contexts.
	PILO2: identify and place into practice information-based decision-making approaches to business problems.
Skills	Intellectual skills
	PILO3: gather, analyse, and evaluate business data and information and transform empirical data into useful and actionable information.
	PILO4: interpret and analyse complex business and management issues from multiple perspectives and critically review academic literature and other relevant information sources
	Practical skills
	PILO5: operate effectively within a (multicultural) team environment demonstrating teambuilding and intercultural communication skills.
	PILO6: communicate effectively in oral and written formats in the physical and virtual space using communication and information technology for business applications and is able to prepare and present reports.
Attitudes	PILO7: exercise initiative and take personal responsibility for one's own work in terms of timeliness, professional behaviour, and personal motivation.
	PILO8: demonstrate awareness of ethical issues in for- and non-profit organizations and contribute to the strengthening of economic, social and environmental resilience.

Programme Structure Diagram

Please find the detailed information in Your Modules chapter.

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	
A1 Quantitative Methods	A1 Probability and Statistics	A1 Business Statistics	A1 Internation al Economics	A1 Internatio nal Business Communic ation	A1 Banking and Finance	D Internship	
A2 The Art of Writing and Presenting	A2 Introduction to Social Sciences	B1 Organizatio nal Behavior	B1 Human Resource Managem ent	B1 Internation al Business	B1 Operations Managem ent		
A1 Microecono mics	A1 Macroeconomi cs	A1 Introductio n to Accounting	B1 Corporate Finance	A1 Business Case Studies	B2		
A1 Information Systems	B1 Introduction to Management	A1 Introductio n to Marketing	B2	B2	B2		
C	C	C	C				
<i>Business English*</i>							
<i>Introduction to Quantitative Methods*</i>				D Thesis- Research Methodolo gy	D Thesis- Consultatio n		
31 credits	31 credits	31 credits	31 credits	31 credits	35 credits		20 credits
Total number of credits to be acquired:							210

A1/A2/B1/D: Core Courses (including Thesis and Internship)

B2: Business electives

C: General electives

** Criterion, 0 credit value*

Your timetable

You are allocated to timetabled lectures, labs, seminars, and workshops based upon your module registrations. Your timetable is available on the School's website.

If you have any queries about your timetable please contact the Programme Coordinator. Any changes to your timetable will be notified to you through Neptun.

Certificates available next to your degree

In order to meet the requirements of the 21st century two certificates are available for interested students. By completing Data Analysis in R and Visualization with Spreadsheets students can earn a **Business Intelligence** certificate, whereas completing Environmental Economics and Natural Resource Economics and CSR courses students are eligible for a **Sustainability and Ethics in Business** certificate.

Double-degree opportunities

Students of the BSc BAM programme can apply to participate in one of our double-degree programmes organized jointly with renowned international partners. One of these is the **ESDES School of Management, Université Catholique de Lyon**. Bachelor students with UPFBE as their home university will obtain a bachelor diploma in Global Business Development (GBD) at ESDES and a bachelor degree in Business Administration and Management at UPFBE, when they have successfully completed the double degree programme.

Students can apply for the programme if they

- a) have 120 ECTS for entry into the final year before completing their internship;
- b) have reached a weighted average of 4.0 over the two year period;
- c) have a TOEFL with at least 550 points or equivalency.

The other double-degree programme is organized with the **Groupe Kedge Business School Bordeaux**. Upon successful completion of this course of studies, you will graduate with the following double degree: the UPFBE's 3.5 year BSc Business Administration and Management diploma based in PÉCS; and the 3-year KEDGE Bachelor diploma from KEDGE BS ("Programme Supérieur de Gestion et Commerce") based in Bordeaux.

Students can apply for the programme if they

- a) have 90 ECTS and successfully completed 3 semesters;
- b) have reached an average of 4.0 over the three semester period;
- c) have a TOEFL 550 or other equivalency;
- d) able to pass a Sulitest;
- e) their chosen optional courses are reviewed and approved by the parties.

For further details about these opportunities please visit the School's [website](#). The application call will be communicated to you through Neptun when the opportunity is available.

Internationalization requirements

Every student has to collect 20 points in internationalization during the 7 semesters. Depending on the status of the student (scholarship holder, fee-paying), either physical mobility or internationalization at home is requested. Physical mobility can happen in the frame of a double-degree programme and/or supported mobility programmes. Internationalization at home can happen in the frame of selected international events and ecourses delivered in international co-operation. You can find detailed information about the [Compulsory International Experience](#) on our website. The up-to-date list of the double-degree and mobility programmes, internationalization events and courses is published at the beginning of the academic year.

Attendance requirements

1. Students in general, are required to attend all scheduled classes and prescribed activities for the programme on which they are enrolled. However, it is the professors' decision to keep a record of the attendance or not.

The maximum rate of absence is determined by the [Code of Studies and Examination](#) of the University of Pécs

2. Students must make themselves available at all times to attend for viva voce examinations at times when, given the structure of the course they are taking, they may reasonably be expected to be available.
3. Students must notify their module leader in advance if they cannot attend any compulsory class, lecture etc. The academic tutor has the discretion to decide how the student should compensate for work not done in the classroom if it is needed.
4. They must inform the module leader of any illness which is affecting their attendance and supply a medical certificate if they are absent for more than one week.
5. Students must notify the Study Department in writing if they are withdrawing from a course.
6. Any period of absence over 28 days for whatever reason shall be reported to the Study Department.
7. All withdrawals, including those where students have failed to reply to letters under paragraph 5 above should be notified immediately to the Study Department on the appropriate form. Refund of fees, where applicable, is specified in the [Code of Charges and Benefits](#) of the University of Pécs.
8. Where a student withdraws before the end of a given semester the last day of attendance should be noted as the last date of recorded attendance if known. Otherwise, it should be given as the

date of the letter from the Programme Director requesting an explanation of absence (see paragraph 5 above). Where a student withdraws at the end of a given semester the date should be noted as the last day of that semester.

- Students, who fail to register for the programme after four weeks after the official beginning of the semester, without any good cause, will be considered to have passive student status in the particular semester or non-enrolled if they were freshmen. In this case only determined amount of the fees is possible to be refunded.

Fees

Regular fee (tuition fee):

375,000 HUF /semester for EU-residents

3,500 €/semester for Non-EU residents

The tuition fee remains the same amount during your studies.

Deadlines of payments are always communicated via Neptun before the particular semester starts.

Extra fees (to be paid in special cases)

Type	When	Amount	Where/How	Note
Tuition fee late payment	To be paid in case you pay your tuition fee after the given deadline.	6% of the particular item	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Course Repetition - Exam Course Fee	To be paid in case you failed a module previously and you register to it for the second, third or more times.	3,500 HUF 7 credit course 1,500 HUF/ 3 credit course	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Retake Fee	To be paid in case you are repeating an exam for the third or more times.	2,500 HUF	The payment has to be created by you in Neptun by transcribing an item. <u>Note: without transcription you will not be able to register for the particular exam.</u>	After the payment you can register to the particular exam.
Exam Absence Fee	To be paid in case you miss an exam for which you signed up for without submitting a medical certificate.	2,000 HUF	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	

Late enrolment Fee	To be paid in case you miss setting your status as active in Neptun till the given deadline. It has to be requested on form D.	1,000 HUF (request fee) + 2,000 Ft (late enrolment fee) + further 600 Ft/day after the 9th day of the particular semester	The payment has to be created by you in Neptun by transcribing an item.	After the payment the Study Department can modify your status.
Late course registration and deregistration Fee	To be paid in case you miss registering to or deregistering from your courses till the given deadline. It has to be requested on form A.	1,000 HUF (request fee) + 4,900 HUF (late course registration and deregistration fee)/subject	The payment has to be created by you in Neptun by transcribing an item.	After the payment the Study Department can register you to or deregister you from the chosen subjects.
Late documentation submission fee	To be paid when you are submitting a document such as Mentor's evaluation, Company Accreditation Form..etc. after the deadline shown in the academic calendar.	1,000 HUF	The payment has to be created by you in Neptun by transcribing an item.	After the payment the Study Department accepts the document
Late request submission fee	To paid when you wish to request something after the submission deadline of that particular request type.	1,000 HUF	The payment has to be created by you in Neptun by transcribing an item.	After the payment the Study Department can accept your request.

Guidance on how to transcribe an item can be found on the [Neptun login page](#).

Employability

Employability is the level of compliance to labor market needs of the graduating students that includes knowledge and skills. These sets of knowledge and skills enable students to enhance their labor market value.

The curriculum structure is designed to enable students to develop these necessary sets of knowledge and skills.

BSc in Business Administration and Management programme is committed to supporting you in enhancing your employability and helping you to develop professionalism in your field of choice as employers constantly tell us that they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge.

Employability and your programme

The development of employability skills is an integral part of the BSc in Business Administration and Business Programme although this may not always be evident to you as it will not always be presented as such.

To maximize your labour market value and your employability the curriculum of the programme is designed to provide you the basic business and economics knowledge in the first two semesters. Besides the basic business (finance, accounting, management...etc.) and economics (micro-, macroeconomics) modules students will gain knowledge in methodology related subjects (mathematics, statistics...etc.) as well.

The development of skills required in the field of business is to be generated from the 3rd semester in subjects of the functional areas of business. These skills include teamwork, self-management, business and customer awareness, communication, literacy and numeracy.

To enhance students' employability the School launched an online survey in 2022 among employers in Hungary to explore their expectations towards our graduates, as well as how they see their strengths and areas of growth when it comes to employment (the initiative was called "Employability project"). The survey covered all our international and Hungarian programmes. The ultimate goal of the survey was to increase the employability chances of our graduates by understanding more accurately the labour market needs. The project will remain an important source of information gathering in the upcoming semesters for this reason we encourage you to take part in it anytime you are requested.

Although this highlights to a certain extent how employability has been embedded in the BSc in Business Administration and Management Programme curriculum, it is still your responsibility to actively seek out these skills and identify what is covered where.

Personal Development Planning (PDP)

Personal Development Planning will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and environments, including your studies, part-time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

Students can seek support in PDP at the TalentSpot and at the Centre for Applied Learning (CAL) which are responsible for organizing events and trainings supporting students personal development and internship activities.

Careers Advice

Career-related guidance and coaching can be obtained at the TalentSpot of the Faculty of Business and Economics during their office hours. The Faculty and the CAL organize several conferences and other events – such as the World of Practice week – each year where students can meet important

business actors. Numerous amount of former students obtained employment this way. However, the responsibility for securing employment lies entirely with the students.

Internship

Students must take part in a semester (12 weeks without interruption) long placement. Placements are organized by the School but students can choose to find other ways to find placement by themselves, for example by the help of the [Internship Center](#). [Detailed regulation](#) is to be found on our website.

Your Courses

You can find the course syllabus – detailed course description – of every module in **Appendix 2**.

A1/A2 – Core courses

Module	Semester	Classes (lecture + tutorial)	Assessment	Credit
Banking and Finance	6	2+2	Exam	7
Business Case Studies	5	2+2	Exam	7
Business Statistics	3	2+2	Exam	7
Information Systems	1	2+2	Exam	7
International Business Communication	5	2+2	Exam	7
International Economics	4	2+2	Exam	7
Introduction to Accounting	3	2+2	Exam	7
Introduction to Marketing	4	2+2	Exam	7
Macroeconomics	2	2+2	Exam	7
Microeconomics	1	2+2	Exam	7
Probability and Statistics	2	2+2	Exam	7
Quantitative Methods	1	2+2	Exam	7
The Art of Writing and Presenting	1	2+2	Term mark	7
Introduction to Social Sciences	2	2+2	Exam	7
Number of credits to be completed				98

B1 – Core courses

Module	Semester	Classes	Assessment	Credit
Corporate Finance	3	2+2	Exam	7
Human Resource Management	4	2+2	Exam	7
International Business	5	2+2	Exam	7
Introduction to Management	2	2+2	Term mark	7
Operations Management	6	2+2	Exam	7
Organizational Behavior	3	2+2	Exam	7
Number of credits to be completed				42

B2 – Business electives

Module	Semester	Classes	Assessment	Credit
Advertising and Sales Promotion	4/6	2+2	Exam	7
Consumer Behavior	4/6	2+2	Exam	7
International HRM Project	5	0+4	Term mark	7
International Career Management	4/6	2+2	Exam	7
Investments	4/6	2+2	Exam	7
Management Accounting and Control	5	2+2	Exam	7
Marketing Calculations	5	2+2	Term mark	7
Marketing Research	4/6	2+2	Exam	7
Simonyi Summer Social Entrepreneurship Programme	5	0+4	Term mark	7
Small Business Management and Development	4/6	2+2	Exam	7
Number of credits to be completed				28

C – General electives

Module	Semester	Classes	Assessment	Credit
Booms and Crises in the European Economy	spring	2+0	Term mark	3
Business Simulation Workshop	Spring	0+2	Term mark	3
Competency Clinic	Fall	0+2	Term mark	3
Competence Development	Spring	0+2	Term mark	3
Data Analysis in R**	Fall	0+2	Term mark	3
Environmental Economics*	Spring	0+2	Term mark	3
Financial Accounting	Spring	2+0	Exam	3
Game of Stocks	Fall	0+2	Term mark	3
Introduction to Circular Economy	Fall	2+0	Exam	3
Introduction to Entrepreneurship	Fall	0+2	Term mark	3
Mobility elective	NA	NA	NA	3
Natural Resource Economics and CSR*	Spring	0+2	Term mark	3
Regional Economics	Spring	2+0	Exam	3
Sustainability in the 21st century	Fall	0+2	Term mark	3
Tourism Management	Spring	2+0	Exam	3
Visualisation with Spreadsheets **	Fall	2+0	Exam	3
Number of credits to be completed				12

* Sustainability and Ethics in Business certificate

** Business Intelligence certificate

Business elective modules and General elective modules can be replaced with each other within the same category in case of failure. If a student fails or does not complete an elective module, they can decide whether they repeats the same module (in case of courses assessed with term mark) or takes the module as an Exam course (in cases of modules assessed with exam) or chooses another available module of the same category in one of the following semesters. The point is to complete the required amount of credits of every module category of the sample curriculum.

D – Thesis and Internship

Module	Semester	Classes	Assessment	Credit
Thesis - Research Methodology	5	0+2	Term mark	3
Thesis - Consultation	6	70	Term mark	7
Internship	7	400	Term mark	20
Number of credits to be completed				30

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.

Your Programme Feedback

How you can feedback to us/How to submit a complaint/request?

If you have a suggestion or a complaint about any aspect, please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through informal and formal procedures step by step up the management structure of the University of Pécs, Faculty of Business and Economics:

1. Student Voice Leaders
2. Programme Coordinator
3. Programme Director
4. Vice-Dean

You can submit your complaint/request in written format – sending an email or filling the relevant request form – or by person during office hours. The outcome of your complaint/request will be communicated within two weeks in the format the complaint/request was submitted. Request [forms](#) to be found in printed format at the Study Department or on the Faculty's website. Some types of the different requests can be also submitted online, in Neptun /Administration menupoint.

You can request the following things by submitting the relevant form:

- Individual/special timetable and exam schedule
- Credit accreditation
- Late enrolment
- Late course registration
- Any other issue

Programme Voice Group Meeting

This is a forum where student voice leaders and staff meet to discuss the matters emerging on the BAM programme. This includes any issues but also deals with future developments and things that are going well. The PVG meeting also looks at student survey results and the reports from External Examiners.

The membership of a PVG meeting includes:

- Student voice leaders
- Faculty leadership
- Programme Director
- Programme coordinator and other academic staff involved in the delivery of the programme and/or modules
- International Accreditation Coordinator

- Head of the Study Department
- Head of the International Office
- Representative of the Talent and Competence Development Spot
- Support services representatives (if it is necessary)

The **student voice leaders** are elected by the end of week 2 at the beginning of every academic year to ensure that the interests of students on the programme are represented. They are also responsible for feeding back the outcomes of any meetings or events they attend.

Student voice leaders will be selected, either by election or self-nomination. If you are elected as a student voice leader your role will be to gather the views and opinions of the students you represent, to present these at the meetings you attend and to feed back the results and information to other students following the meeting.

Being a student voice leader can be immensely rewarding. Much of the experience you obtain through being a voice leader can be linked to personal development and employability. The graduate market is very competitive and prospective employers are looking for people who stand out and can demonstrate, with real examples, skills listed in CVs. As a voice leader you get to put skills into action, such as communication, leadership, teamwork, problem-solving and time management.

As well as attending PVG meetings student voice leaders are often asked to give their feedback on other issues relevant to students through focus groups or other committee meetings which are organised on a more ad-hoc basis.

Minutes are recorded of the discussion and decisions of each PVG meeting and these are circulated to members with outcomes via email. The minutes are included with the Programme Monitoring Report. The points raised at the meeting are carefully recorded so action can be taken upon them, and they are available at the Programme Coordinator.

Students receive information on actions arising from PVG meetings via the Student voice leaders.

Meeting Dates: generally, 6th week of each semester.

Student Surveys

Students are required to take part in the module evaluation procedure at the end of every semester through Neptun. This feedback process aims to elicit your views on the quality of all the modules you have taken, and your experience of being a student on your programme of study.

Module evaluation form examines each module in some detail. Programme questionnaires invite comment on your programme in general – it is to be done electronically before the exam periods in Neptun.

You can expect to receive a report on issues that have been identified, and the actions taken upon them from your Student Voice Leader. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during PVG meeting and will, where necessary, be reported upon during the annual monitoring process. The whole feedback process will also be

reviewed regularly to ensure that it is effective in helping to provide a good quality experience for students.

Questions can be seen in **Appendix 3**.

How we consider your feedback

The feedback you give through your Student Voice Leaders, through surveys and at PVG meetings play an important part in reviewing the BAM programme during and at the end of the academic year. Some of the changes we have made to the programme have been a result of student feedback.

How your Programme is Quality Assured

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you have you may think they have nothing to do with you, however, these terms are important to you and your programme. The below definitions explain why;

'Quality' refers to how well UPFBE support you in your learning and covers the following areas: the teaching, the support available, the resources available, and how you are assessed.

'Standards' refers to the level of achievement you need to succeed in your course and get your qualification. Standards should not vary from one higher education provider to another.

Having both quality and standards means that you and everyone else can have confidence in your degree and your education.

Quality assurance is therefore mainly about maintaining standards and ensuring you have the best possible experience at UPFBE. The range of quality assurance processes and procedures includes the following:

- Annual monitoring – How the University reviews how programmes are doing every year.
- External Examining – Independent moderators who help ensure academic standards are being met but are also comparable nationally.
- Student feedback and representation – This includes student surveys, PVG meeting and student representation.

Quality enhancement refers to how universities seek to continually review and improve quality and standards. By getting involved in quality assurance you can help to enhance the programmes we run and also the experience of students.

PART TWO - RESOURCES AND SUPPORT AVAILABLE

Resources

Location of your classes/Study Department/Student Services

Your classes are taking place in the classrooms of the Faculty of Business and Economics and at the neighbouring Faculty of Law (Pécs, Rákóczi Street 80). Classrooms are to be found on the ground, first, third and fourth floors.

All of your businesses in connection to your studies are dealt with the Study Department which is on the first floor – room 135 – together with the International Relations Office and the TalentSpot (please find the detailed information about the services in Your Programme Team chapter).

Library

The Library of the Faculty of Business and Economics together with the Central Library of UP is located in the well-equipped South-Transdanubian Regional Library and Knowledge Centre. In the Knowledge Centre there are 380 computers for readers and the possibility of both the group work and the individual research is provided. WiFi is available in the whole building. The Library is open 84 hours a week.

The Library of the Faculty of Business and Economics is located on the third floor of the Knowledge Centre where there are about 100,000 documents. English language books, textbooks, academic journals and periodicals in all the fields of business and economics can be found there. In the last few years, the collection of the Library of the Faculty of Business and Economics increased by about 5,000 items per year. Students are supported by English language assistance. As the Libraries of the Knowledge Centre integrated their services, the Knowledge Centre operates as a large library and circa 1 million items are available for the readers.

Subscribed databases are available for the students and researchers via the university network, some of them contain business and economic e-journals and e-books such as Business Source Premier (EBSCOhost), JSTOR, Regional Business News (EBSCOhost), ScienceDirect, Scopus, and Springer Link.

Furthermore, the Library of UP has taken up the digitalization of the physical collection so that the documents would be better available and researchable for the readers.

Since 1996, the Library has become the Depository Library of the World Bank, thus providing excellent data and document sources for interested researchers and students.

Joining the Library

Joining the library is bound to registration at its reception with a student status certificate or student card. The Library Card entitles you to use any of the library services.

Reservations and Interlibrary Loans

Books on loan from any of the libraries may be reserved by another borrower and recalled. Books and journals not in stock may be borrowed from elsewhere.

The Collection of Documents of the European Union

There is a special collection of the documents of the European Union, established with the help of the PHARE programme. This is presently under the supervision of the Faculty of Law. The collection is located in the Knowledge Centre, and open for all students of UP. This mainly English language collection comprises journals, periodicals, statistics and annuals issued by the EU and provide up-to-date information for researchers. The collection is supported by CD-ROM and Internet search systems.

IT facilities

The Faculty has three computer rooms with 134 computers for teaching purposes. The campus has full WiFi coverage. Printing and scanning are available at the Student Help Desk operated by the Student Government.

E-mail

Students will be approached frequently via email. For this reason, they are required to make sure that their email address provided in **Neptun** (electronic academic registry system – see below) is always up to date because they will be informed through the system.

Your contact and personal details

You should ensure that we are kept up to date of your contact details to guarantee that all important communication reaches you. In case you wish to modify any of your personal details or availability please contact the Programme Coordinator.

Learning Administration System – Neptun and Moodle

At the beginning of each semester, it is your responsibility to set your status in Neptun as active and to sign up for your courses in the course registration period. Furthermore, in the exam period you have to sign up for each examination date otherwise you will not be allowed to participate in the examination. Neptun is available from the Faculty's website

Moodle is the unified intranet of the University of Pécs. It functions as the main source of the learning material available for students. Moodle can be reached from the Faculty's website and it is advisable to be visited regularly to learn all important information but you could also apply reasonable settings to receive notifications.

At the beginning of your studies, you will receive an intensive training program that will provide you with all the information on the options of the intranet. To log into the intranet, you will have to use your Neptun code and password that was provided to you at the beginning of your studies. If you have any difficulties using the intranet, please contact the Programme Coordinator.

Student Support

Student website

For news of events, scholarships and other student activities students should visit: and Hungarian students can also visit: <https://ktk.pte.hu/en>.

Administrative and Service staff

Students can easily reach different kinds of support either on campus or at the different departments of the UP. Please see the chart below.

Field of responsibility	Name	Extension	Location	E-mail
Programme Coordinator: Academic Support, Study Counselling, Study Transferring	-Judit Zsuzsanna Takács	23159	B135	takacs.judit@ktk.pte.hu
International Accreditation Coordinator	Lívia K. Tóth	23135	B243	toth.livia@ktk.pte.hu
International Relations Manager	Eszter Rozs	23160	B131	rozs.eszter@ktk.pte.hu
Exchange Programmes Coordinator	Réka Battyáni	23165	B131	battyani.reka@ktk.pte.hu
Admission Coordinator	Mária Vivien Lajos	23160	B131	lajos.maria@ktk.pte.hu
Head of Technical Support	Tibor Fehér	23154	B135	feher.tibor@pte.hu
Webmaster, Online Support	József Varga	23344	B135	okiteki@ktk.pte.hu
Technical Support	Gábor Lovas	23364	B135	okiteki@ktk.pte.hu

Neptun Support	Tamás Gáspár / Balázs Pap	23334	B135	gaspar.tamas@kttk.pte.hu
Financial, Health Insurance, Student Card, Travel Discount Support	Central Registrar's Office, Customer Service	22545	Building Z, Dohány Street 1-3, basement	infokti@kttk.pte.hu
Stipendium Hungaricum Scholarship Student Support	Áron Bánáti	18525	Rector's Office, Vasvári Pál Street 4	banati.aron@pte.hu
Internship Coordinator, Employability Service, Coaching, Talent Spot	Ildikó Hargitai	23366	B129	hargitai.ildiko@kttk.pte.hu
Head of Secretariat	Andrea Parag	23281	B410	parag.andrea@kttk.pte.hu
Library Support	Balázs Arató		Centre of Knowledge, Universitas Street 2, 3 rd	arato.balazs@lib.pte.hu
Disability Support	Csaba Magdali	24018	Faculty of Science and Humanities, building A,	magdali.csaba@pte.hu

Student Government

The Student Government has the main purpose of making the students' life easier and more colourful at the University. It operates with five members, whose main tasks are the advocacy of students in different committees, cooperation with the Study Department, information transfer, keeping in touch with the Student Organizations, and organizing programmes.

Our students can rely on the Government if they have any affairs regarding their studies or the university processes.

Our traditional events – besides offering joyful moments – are attempting to create a special atmosphere that makes students become a great community.

The activity of the Government are opened to the public, anyone who is interested, has some motivation to help them occasionally, or has any questions, should feel free to contact them by person or by email: <http://pteehok.hu/en>.

PART THREE - UNIVERSITY POLICIES YOU SHOULD KNOW

Programme Regulations

The regulations of the BAM programme can be read in this Student Handbook and also in Annex 7 of [Codes of Regulation and Examination of UP](#).

Academic Misconduct

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced.

Taking unfair advantage over other authors, students or oneself in this way is considered by the University of Pécs, Faculty of Business and Economics, to be a serious offence. The University of Pécs, Faculty of Business and Economics, will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc. are acknowledged using quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from <http://libweb.anglia.ac.uk/referencing/harvard.htm>. Academic misconduct also covers cheating in examinations.

Plagiarism – in more details – is taking someone else's work or ideas and passing them off as your own. Remember plagiarism isn't just restricted to essays or reports it can also happen with visual work as well. It includes:

- copying – submission of someone else's entire work as your own. The original work could be from the internet, a classmate, or a student in a previous year;
- failing to indicate a direct quote (quotation marks should be used) in the text;
- paraphrasing or synthesising material from a book, journal article or internet site without acknowledging the source in the text;
- composing a paragraph by joining together sentences from a number of sources and not acknowledging them in the text;
- using your own previous work in another assignment without acknowledging it.

In the case of plagiarism, the student will have to face the Ethical Committee of the University and bear the consequences of their deed.

If you have any questions regarding plagiarism or academic misconduct, then please contact the Programme Director.

Detecting plagiarism

A plagiarism check for each submitted dissertation and written assignment is conducted in the programme. Checking plagiarism for dissertations is the programme management's responsibility, while the checking of any other submitted written materials is the responsibility of module leaders. For this purpose, the Turn-It-in software is available for both the programme management and for all teaching staff members.

Appeals

Students can appeal against assessment board decisions and the outcome of academic misconduct cases.- The University of Pécs [Regulations for Appeals](#) are available online.

The terminology may not be familiar in all cases as it refers to University of Pécs staff and committees. If you are involved in any action under these regulations and do not understand the process involved, please contact the Programme Director.

Complaints

The complaints procedures of BSc in Business Administration and Management programme must be followed.

Research Ethics

Principles of ethical research should be taken into consideration at every activity carried out during your studies. Some important principles of research ethics are include:

1. Primary concern must be given to the **safety, welfare and dignity** of participants, researchers, colleagues, the environment and the wider community
2. Consideration of **risks** should be undertaken before research commences with the aim of minimising risks to those involved.
3. Respect for the **privacy, confidentiality and anonymity** of participants
4. Consideration of the rights of **people who may be vulnerable** (by virtue of perceived or actual differences in their social status, ethnic origin, gender, mental capacities, or other such characteristics) who may be less competent or able to refuse to give consent to participate
5. Researchers have a responsibility to the general public and to their profession; as such they should balance the anticipated benefits of their research against **potential harm, misuse or abuse** which must be avoided
6. Researchers must demonstrate the highest standards of **ethical conduct and research integrity**. They must work within the limits of their skills, training and experience, and refrain from exploitation, dishonesty, plagiarism, infringement of intellectual property rights and the fabrication

of research results. They should declare any actual or potential conflicts of interest, and where necessary take steps to resolve them.

7. Research should **not involve any illegal activity**, and researchers must comply with all relevant laws

All students completing a dissertation or independent project will be required to undertake an ethical review process.

Learning, Teaching and Assessment

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches as part of your Bachelor of Sciences in Business and Administration and Management study programme. Such active learning approaches aim to put you at the centre of your learning, so you are involved and engaged in all aspects of your learning and its assessment. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Your tutors will be increasingly using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools (podcasts, wikis, etc.) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by time and space you will be able to take part in online discussions and learning activities from wherever you are studying. Your tutors will provide any support you may need whilst learning online.

By engaging with e-learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as formative or summative.

Formative assessment is developmental in nature and is designed to give feedback to students on their performance and how it can be improved therefore you will not receive a grade for formative assessment. Formative assessment is an important part of the learning process and has been shown to contribute to the enhancement of learning and raising of standards. **Summative assessment** is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. The summative component of an assessment task is designed to measure achievement of a learning outcome. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve **self, peer or group approaches**. For example, you may be asked to self-assess your own work indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer

process where students, individually or as groups, offer feedback on one another's work. **Group assessment** may also be part of your programme. This part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Please see the assessment schedule and module narratives in this handbook for more detail about the assessment for each module in **Appendix 3: Assessment Schedule and Module Narratives**.

Submission and receipt of coursework

Submission of coursework should be done upon the request of the module leader: either in print or in electronic format or in both formats. If a student is explicitly asked to hand in coursework electronically then s/he has to do so. An electronic receipt, however, is at the discretion of the module instructor and may not be available.

Exams

Final and Exam course examinations are held only in the exam periods – December/January, and May/June. The dates of the exams are determined by the Study Department which announces them one month before the date of the first exam. The dates of the Midterm examinations are determined by the module leaders. Deferral of assessment

Deferral of assessment

Deferral of assessment can be requested only because of medical reasons (illness, accident). You have to prove with an official medical certificate if you were unable to participate in an examination otherwise there will not be a possibility for replacement. In the final examination period exams can be taken only in the appointed times. There is no possibility to organize final exams individually and outside the schedule.

Extenuating Circumstances

With extenuating circumstances (payment deferral, credit transfer, sport activity, work placement, absence, etc.) you have to contact the Programme Coordinator first and ask about your duties.

Assessment results

The minimum **pass mark** for each module is grade 2 (pass).

In case of modules assessed with exam (see Your Modules tables starting on p. 22), a pass grade can be achieved if a student achieves

- more than 50% from the 100% of the total marks obtainable *and*
- passes the final exam *and*
- passes every assessment element that has a 40% or higher weight in the assessment structure *and*
- achieves more than 50% on the total of the course-work elements.

Should the student fail at the first attempt, one retake opportunity is available in case of the final exam and each assessment element that on its own has a 40% or higher weight in the assessment structure.

In case of modules assessed with term mark (see Your Modules tables starting on p. 22) a pass grade can be achieved if a student achieves

- more than 50% from the 100% of the total marks obtainable *and*
- passes every assessment element that has a 40% or higher weight in the assessment structure.

Should the student fail at the first attempt, one retake opportunity is available in case of each assessment element that on its own has a 40% or higher weight in the assessment structure.

Assignments will be marked using the following five-point marking scale shown below – 5 being the best and 1 being the worst. There is no opportunity for improver/correctional exam.

GRADE	DESCRIPTION	PERCENTAGE
5	Excellent	88.01-100
4	Good	75.01-88
3	Fair	60.01-75
2	Pass	50.01-60
1	Fail	0-50

Re-assessment

In case of modules assessed with exam (see Your Modules tables starting on p. 19) the completion of the module is unsuccessful if the student fails to achieve

- more than 50% from the 100% of the total marks obtainable *or*
- fails the final exam *or*
- any assessment element that has a 40% or higher weight in the assessment structure *or*
- *fails to* achieve more than 50% on the total of the course-work elements.

Students who failed will be allowed one attempt to **retake** the final exam and/or the midterm exam and/or any assessment element that has at least 40% weight in the final grade. In case of any other assessment components, it is the module leader's discretion whether a retake opportunity will be provided or not. The same grading scale applies in the case of the retake exams as in the case of final exams.

Should the student fail to pass the module after the resit/resubmission, the student will be allowed to participate in an **Exam Course** for this module for which they have to register to in one of the following semesters. Taking an Exam Course, the student must complete a single exam that will represent 100% of the grade of the module. Again, the same grading scale applies.

In case of modules assessed with term mark (see Your Modules tables starting on p. 22) the completion of the module is unsuccessful if the student

- fails to achieve more than 50% from the 100% of the total marks obtainable *and*
- fails any assessment element that has a 40% or higher weight in the assessment structure.

Students who failed will be allowed one attempt to **retake** the assessment element that has at least 40% weight in the final grade. In case of any other assessment components, it is the module leader's discretion whether a retake opportunity will be provided or not. The same grading scale applies in the case of the retake of the element as in the case of first attempt.

Should the student fail to pass the module after the resit/resubmission, the student will receive a class rejected and has to register the course in one of the next academic years (or in case of general electives the student can opt to register to another general elective course instead in the next semesters).

Number of exams

A student will be allowed to participate in a **maximum of six** exam occasions for each module throughout their studies, if they do not default on passing the minimum number of modules at the end of semester 2nd, 4th and 6th (see below). Should the student fail six times from the same module, the student will be made to withdraw from the programme.

Class participation/Absence

If the course syllabi require the student to participate a certain number of classes, the student must bear in mind that missing more classes than the permissible level can result in being forbidden to participate the final exam. Should the student face such situation, s/he will have to retake the whole course when available.

Credit Minimum Criterion

A student failing more than *half* in the first year and more than *one third* in the second and third year of the total **credit requirements** will be made to withdraw from the programme:

- By the end of the 2nd semester the student must realize at least 31 credit points out of the maximum 62, otherwise the student will be made to withdraw from the Programme.
- By the end of the 4th semester the student must realize at least 83 credit points out of the maximum 124, otherwise the student will be made to withdraw from the Programme.
- By the end of the 6th semester the student must realize at least 127 credit points out of the maximum 190, otherwise the student will be made to withdraw from the Programme.

Marking, internal and external moderation

All assessment is sent to the External Examiner after the Faculty's Department has accepted it, with all the coursework set for the students. After each semester there will be two moderations, internal by a UPFBE faculty member and external by the External Examiner. The decision of the External Examiner on a specific mark is final till the Assessment Board's decision.

All modules are overseen by both the Internal and the External Examiner, especially those modules in which the assessment grade is derived from a combination of coursework and examination. Special attention is paid to all borderline and fail candidates.

Assignments

Students will generally be required to submit assignments in the modules that should be completed by the deadlines set. Individual progress will be monitored utilizing these assignments and/or class participation. The precise terms of reference, including deadlines and word limits, for an assignment must be observed otherwise marks may be deducted. The pattern of assignments and assessment will be given at the start of the module.

Please ensure that you are familiar with these requirements. Please note that if your performance is likely to be adversely affected by personal circumstances, the facts must be drawn to the attention of the Head of the Study Department in writing, with supporting evidence, **two weeks before** the due dates.

Assignments are designed to test the participant's individual ability. While co-operation and discussion with others may be useful and desirable, participants are reminded that copying and collusion are breaches of examination regulations.

All material from other sources must be acknowledged.

Return of coursework

Coursework will not normally be returned to the students, but it has to be filed for two years according to law. If a student explicitly needs a piece of coursework for any reason s/he has to produce it in more copies than one. The Study Department has no right to give coursework back.

Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to receive reflection on your work and to use this feedback as the basis for learning and improvement.

Feedback can take many forms, and may be informal, for example, it may be offered and discussed in classroom sessions either collectively or individually. It may also be more formal and delivered, for example, in written or oral form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of your learning and therefore all programmes provide regular opportunities for formative assessment, the purpose of which is to get just detailed feedback (rather than marks) on your performance so that you can get a regular update on how you are developing and to prepare you for any summative assessment (summative assessment counts towards your final grade).

Feedback on summative assessment will be offered in a variety of forms and all work will be marked and moderated in line with the regulations of the Student Handbook.

You will normally be provided with feedback within 3 working days of the published submission date.

External Examiners

External Examiners are one way we assure the academic quality of your programme. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting your student voice leader.

The External Examiner(s) for the BAM programme are: Phil Clements and Richard Watkinson.

IMPORTANT: It is inappropriate for you or any other student to make direct contact with an External Examiner. The appeal and complaints systems exist to allow you to express any concerns you have, including the marks you have been given for your performance.

Progressing on your programme

Your credits

All modules in the Programme (except Business English and Introduction to Quantitative Methods which carry 0 credit but compulsory criterion) carry equal weight and are rated as 7/3 ECTS credit point on the accumulative credit scheme. Upon successful completion of the Programme student will earn maximum 210 ECTS (including 20 credit points for placement).

Your progression

After your exams your results will be recorded in Neptun. It is important to know that these results must be considered and confirmed by the Assessment Board. The Assessment Board consists of the following members: UP professors, External Examiners, Programme Director. If you have successfully completed your assessment you will be able to progress to the next year or graduate. Once the Assessment Board has met you will be able to view your results and progression status in the official board scripts at the Study Department.

The Assessment Board can determine the following progression categories:

1. Pass Proceed – the student completed all the courses that are prescribed in the sample curriculum for the particular year
2. Exam Course – the student has some incomplete course(s)
3. Excluded – the student could not complete the minimum credit criterion therefore they have to be dismissed
4. Withdrawn/Passive – the student suspended their studies by their own will
5. Pending – the decision on the progression cannot take place yet because of missing grades (study abroad)

It is important to know that you can continuously monitor your academic progress yourself using the Advancement menu point in Neptun.

Thesis

The overall objective of the Thesis is to reinforce the student's learning by requiring that experience be brought to bear upon a real-life business problem. Topics for the Thesis can be freely selected by the students through Neptun during a given period. The range of problems that may be addressed is extensive. The Thesis modules (see Thesis syllabi) is designed to give an insight into the problems businesses face and to provide students with the necessary tools to resolve these problems. The Thesis modules are independent modules in which students work towards their thesis. The calculation scheme of the marks of the Thesis modules can be read in the course syllabi.

The Thesis has to be submitted and will be evaluated in Neptun by the supervisor and by an opponent – referees – suggested by the supervisor. Both referees' judgement has the same weight therefore if both give grade 1 (fail) for the Thesis then the student is not allowed to defend the work and has to rewrite it. If one of the referees gives a grade 1 (fail) and the other gives a grade 2 (pass) or better, then the thesis must be seen by a third referee. The student can defend the thesis only if the third referee gives a grade 2 (pass) or better. In this case, the third referee's grade steps into the place of grade 1 given by the previous referee. Thesis Evaluation Form can be seen in **Appendix 4**.

The Final Examination – Thesis Defence consists of the oral defence of the Thesis. Moreover, students must prove their general knowledge and preparation in the topic(s) associated with the Thesis. The due date of the thesis is the end of the 6th semester. The oral defence will take place at the end of the 7th semester, after the compulsory placement.

Final Examination – Thesis Defence

Students are required to complete the final examination that consists of the preparation and arrangement of the thesis, viva voce and written examinations stipulated in the qualification requirements.

Defence procedure

Detailed information for the defence [procedure](#) is available on the Faculty's website. Students get informed about the exact schedule of the defence two weeks before the event. The schedule will be sent out through Neptun to those who registered for the defence during the given period . At the defence students will be asked two questions by the committee in connection with the topic of their theses. In addition to that students must prepare a 10-minutes long presentation about their thesis. The defence is about 20 – 25 minutes long per student. If the thesis is confidential only the supervisor, the committee and the student can be present at the defence. The result of the defence and the degree qualification is calculated according to the calculation scheme below:

Weighted grand average of all results + grand average of the thesis (2 grades from referees and the grade of the defence):2 = qualification.

The announcement of the results will be right after the defence.

Your achievement/Certificates

After successfully completing the final examination, a Certificate (Degree) in Business Administration and Management is issued by the UPFBE. The qualification of the Certificate (Degree) is determined by the weighted average mark of all credited courses, the thesis and the final examination. The qualification of the Certificate (Degree) is based on the average mark as follows:

5.00	Distinction
4.51-4.99	Excellent
4.00-4.50	Good
3.00-3.99	Fair
2.00-2.99	Satisfactory

Health and Safety

Students are expected to behave according to general Faculty regulations and not endanger their own or anybody else's health and safety. Students are liable for any damage that is caused by them to anyone else on the premises. Please find more information about health services on the following links:

[Healthcare: https://adminisztracio.pte.hu/english/health_services](https://adminisztracio.pte.hu/english/health_services)

[Psychological support: http://counselling.pte.hu/](http://counselling.pte.hu/)

APPENDIX 1: CURRICULUM MAP

Curriculum map for [BSc in Business Administration and Management]

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding

ILO1: employ theoretical and conceptual knowledge to identify and analyse business problems and their social and environmental consequences in global contexts.

ILO2: identify and place into practice information-based decision-making approaches to business problems.

Skills

Intellectual skills

ILO3: gather, analyse, and evaluate business data and information and transform empirical data into useful and actionable information.

ILO4: interpret and analyse complex business and management issues from multiple perspectives and critically review academic literature and other relevant information sources.

Practical skills

ILO5: operate effectively within a (multicultural) team environment demonstrating teambuilding and intercultural communication skills.

ILO6: communicate effectively in oral, written and electronic formats using communication and information technology for business applications and is able to prepare and present reports.

Attitudes

ILO7: exercise initiative and take personal responsibility for one's own work in terms of timeliness, professional behaviour, and personal motivation.

ILO8: demonstrate awareness of ethical issues in for- and non-profit organizations, and contribute to the strengthening of economic, social and environmental resilience.

Course type	Semester	Course	Programme learning outcomes							
			PILO1	PILO2	PILO3	PILO4	PILO5	PILO6	PILO7	PILO8
Core course	1	Information Systems	X	X	X	X		X		X
		Microeconomics		X	X					X
		Quantitative Methods	X	X	X	X				
		The Art of Writing and Presenting		X		X		X		
	2	Introduction to Management	X	X		X	X	X	X	
		Introduction to Social Sciences	X		X		X			X
		Macroeconomics	X	X	X					X
		Probability and Statistics	X	X	X	X				
	3	Business Statistics		X	X	X				
		Introduction to Accounting	X	X	X	X				
		Introduction to Marketing	X				X		X	
		Organizational Behaviour						X	X	
	4	Corporate Finance	X	X	X	X				
		Human Resource Management	X						X	
		International Economics	X	X	X	X	X			X
	5	Business Case Studies	X	X		X	X	X		
		International Business	X	X	X	X	X	X	X	X
		International Business Communication	X	X	X	X	X	X	X	X
		Thesis-Research Methodology			X	X	X	X		
	6	Banking and Finance	X	X	X	X	X	X		
Operations Management		X	X	X	X			X	X	
Thesis-Consultation		X		X	X		X	X		
Business elective	Fall	International HRM Project	X	X	X		X	X	X	
		Management Accounting and Control	X	X	X	X				

		Marketing Calculations	X	X	X	X	X	X		
		Simonyi Summer Social Entrepreneurship Programme				X	X	X		
	Spring	Advertising and Sales Promotion	X		X		X	X		X
		Consumer Behaviour	X						X	
		International Career Management	X	X	X	X	X	X	X	
		Investments	X	X	X	X				
		Marketing Research	X	X	X	X	X	X		
Small Business Management and Development			X	X	X		X			
General elective	Fall	Competency Clinic	X	X	X	X	X			X
		Competence Development	X			X	X	X	X	X
		Data Analysis in R		X	X	X		X	X	
		Game of Stocks	X		X	X				x
		Introduction to Circular Economy	X	X	X					X
		Introduction to Entrepreneurship				X	X			
		Sustainability in the 21st century	X		X	X	X	X	X	
		Visualization with Spreadsheets	X	X	X	X				
	Spring	Booms and Crises in the European Economy			X			X		
		Business Simulation Workshop				X		X		
Environmental Economics		X	X	X	X		X	X	X	

	Financial Accounting	X	X	X	X				
	Natural Resource Economics and CSR	X	X	X	X		X	X	X
	Regional Economics	X	X	X	X	X			X
	Tourism Management				X	X			X

APPENDIX 2: COURSE DESCRIPTIONS

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on Moodle.

A1/A2/Criteria/B1/D: Core courses (including Thesis and Internship)

B2: Business electives

C: General electives

Year 1

MICROECONOMICS

General data

Course code:	B19GMK04E
ECTS credits:	7
Type of the course:	core course
Semester:	Fall, Semester 1
Course restrictions:	-
Course leader (with availabilities):	Katalin Erdős erdosk@tkk.pte.hu +36 72 501 599/ 63134
Further lecturer(s) (with availabilities):	Richárd Farkas farkasr@tkk.pte.hu

1. Description and aims

The course aims to provide an introduction to the field of microeconomics. It targets the discussion of the basic concepts and approaches, including optimization, equilibrium, and empiricism. The discussion will cover consumer and producer decisions, market structures, and welfare issues. The module helps students understand the role of economics in society and how economists think and optimize under different conditions. Social and environmental consequences of economics will also be dealt with by analyzing imperfect market conditions, externalities, and taxation.

2. Intended Learning Outcomes (ILOs)

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

1. explain ordinal and cardinal thinking (*PILO1*),
2. compare positive and normative economic approaches (*PILO1*),
3. analyze optimization methods behind consumption and production decisions (*PILO2*),
4. compare a selection of key theories in the field (*PILO1*),
5. model economic processes under different market conditions (*PILO1,8*),
6. apply mathematical models in a microeconomic setting (*PILO2*),

7. organize data and information relevant to the field (PILO3).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following twelve chapters:

1. The Principles and Practice of Economics
2. Economic Methods and Economic Questions
3. Optimization: Doing the Best You Can
4. Demand, Supply, and Equilibrium
5. Consumers and Incentives
6. Sellers and Incentives
7. Perfect Competition and the Invisible Hand
8. Externalities and Public Goods
9. Monopoly
10. Game Theory and Strategic Play
11. Oligopoly and Monopolistic Competition
12. Markets for Factors of Production

4. Learning and teaching strategy, methodology

Principal teaching methodologies: lecture, quizzes, in-class discussion

Lectures focus on the interpretation of the theory (CILO 1, 2, and 4). Seminars aim to help students apply the theoretical concepts on calculus and everyday examples (CILO 3, 5, 6, and 7). 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.

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.

5. Assessment

Formative assessment elements: Sample exams for practice will be given to students before the final and the midterm exams. The solutions to the exercises will be discussed during the seminars, so students get feedback to be able to assess their knowledge level and identify areas to be developed, and request further explanation if needed.

Summative assessment elements:

Individual Assessment	100%	Group Assessment	0%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs
Midterm exam	40%	exam	A written exam based on chapters 1-5, containing single-choice, calculus, and theoretical questions.	one retake opportunity	yes	1,2,3,5
Final exam	60%	exam	A written exam based on chapters 1-12, 15, 16, containing single-choice, calculus, and theoretical questions.	one retake opportunity	yes	3,4,5,6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Michael PARKIN (2018): *Economics*. Pearson. 13th Edition.

- Recommended

David BEGG – Stanley FISCHER – Rudiger DORNBUSCH: *Economics*. Part 1–3. McGraw-Hill. (seventh or newer edition).

Daron Acemoglu – David Laibson – John A. List (2016): *Economics*. Part I–III. Pearson Education

7. Further information

International aspects embedded with the course

Examples of production and consumption decisions with an international dimension (e.g. multinational companies, labour vs. capital intensive production based on location)
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Welfare effects of imperfect market structures, externalities, taxation and regulation possibilities to minimize/eliminate deadweight loss.
Connections to the world of practice of the course
Company examples for production and market structures.

QUANTITATIVE METHODS

General data

Course code:	B19GMK03E
ECTS credits:	7
Type of the course:	core course
Semester:	Fall, Semester 1
Course restrictions:	The course builds on the solid knowledge of high-school Mathematics. For those students who do not possess this knowledge, successful completion of the course Introduction to Quantitative Methods is highly recommended.
Course leader (with availabilities):	Gyöngyi Bugár, bugar.gyongyi@ktk.pte.hu , +36 72 501 599/ ext. 63289
Further lecturer(s) (with availabilities):	Dóra Longauer, longauer.dora@ktk.pte.hu , +36 72 501 599/ ext. 23142

1. Description and aims

The module aims to make students aware of the usefulness of Mathematics as an aid in formulating and solving business-related problems. It is intended to enable the students to understand the main features of deterministic phenomena and investigate their models as well as to provide a toolkit to other subjects which use mathematical techniques, e.g. Economics, Finance, Operations Research and Operations Management.

2. Intended Learning Outcomes (ILOs)

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

1. understand and appreciate the key aspects of function theory, optimisation theory and matrix algebra (PILO1)
2. demonstrate the role and significance of quantitative methods in decision making (PILO2)
3. distinguish the limitations of the different optimisation models and solution methods (PILO4)
4. examine and model deterministic phenomena from Business, Economics, Finance, etc. (PILO3)
5. develop and solve simple business-related optimisation problems (PILO3)
6. analyse and interpret the output given by Excel applications (PILO4)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The course material will cover the topics as follows.

1. Brief review of the basic concepts of Mathematics: introduction to the theory of sets, numbers, vectors and functions. Operations with sets, numbers and vectors. (ppt QM1)
2. Elementary theory of matrices, matrix operations. Determinants, Cramer's Rule. Business applications. Excel applications for matrix operations. (ppt QM2)
3. 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. (ppt QM3)
4. Elementary theory of two variable real functions. The level curve method. The elements of linear and nonlinear programming. Graphical solution methods. Business applications.
(ppt QM4)
5. Introduction to differential calculus. Basic concepts and calculus rules. (ppt QM5)
6. Complete analysis of single variable functions. Business applications. (ppt QM6)
7. Differential calculus for functions with several variables. Seeking for extremum. Business applications. (ppt QM7)
8. The indefinite integral, basic rules for integration. Business applications. (ppt QM8)
9. The definite integral and its geometric meaning. The Newton-Leibniz Rule. Improper integrals. (ppt QM9)
10. Vector space and coordinate transformation methods. The pivot algorithm. Systems of linear equations. (ppt QM10)
11. The inverse of a matrix. Matrix equations. Excel applications for supporting the solution.
(ppt QM11)
12. Constrained optimization. Equality constrained optimization problems. The Lagrangian Multiplier Rule. (ppt QM12)

4. Learning and teaching strategy, methodology

Principal teaching methodologies: lectures, in-class discussions, quizzes

There will be weakly lectures (2 hrs/week) and seminars (2 hrs/week). Exercises and business-related problems will be set as the basis for discussion. For all exercises worked answers will be provided after the relevant seminar in order to guide students to check their own solution and help them identify their mistakes as well as the missing gaps in their knowledge. The solutions will be supported by Excel

applications wherever it is possible. All exams will be organised digitally in a computer room (for each student a unique set of exercises will be generated).

5. Assessment

Formative assessment elements:

Formative feedback will be provided throughout this module through the discussion of problems given as homework.

Summative assessment elements:

Individual Assessment			100%	Group Assessment		0%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Midterm 1	15%	individual written exam	A digital exam based on the material of the first 6 weeks, 4 problems to be solved	coursework retake**	no	1,5
Midterm 2	15%	individual written exam	A digital exam based on the material of 7-11 weeks, 4 problems to be solved	coursework retake**	no	1,2,5,6
Final exam	70%	individual written exam	A digital exam covering the material for the whole semester, 4 problems to be solved	one retake opportunity	yes	1,2,3,4,5,6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

** There is no separate retake for midterm exams. Coursework retake covers the material of both midterms, i.e. the material of 1-11 weeks. It is offered only for those students who have not achieved at least 50% of all scores considering the performance in Midterm 1 along with Midterm 2.

6. Learning materials

- Essential
 - Handouts (ppt files of lectures and worked answers in pdf files) provided by the lecturers.
 - K. Sydsæter, P. Hammond and A. Strøm: Essential Mathematics for Economic Analysis, Pearson Education, 4th edition, 2012.
- Recommended
 - 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.

7. Further information

International aspects embedded with the course

Not relevant to this course.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Not relevant to this course.
Connections to the world of practice of the course
Not relevant to this course.

Information Systems

General data

Course code:	B19GMK03E
ECTS credits:	7
Type of the course:	Core Course
Semester:	Fall semester, 1
Course restrictions:	
Course leader (with availabilities):	<i>Sándor Dankó, Dr.</i> danka.sandor@ktk.pte.hu +36 72 501 599/ 23142
Further lecturer(s) (with availabilities):	

1. Description and aims

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.

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.

2. Intended Learning Outcomes (ILOs)

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

1. Elaborate the role and characteristics of IT tools and methods in business life.(PILO1)
2. Compare up-to-date technology development (hardware and software) and trends. (PILO2)
3. Assess IS and modern info-communication technologies in the context of the business organization. (PILO1)
4. Demonstrate the IS development process, different approaches, advantages and risks in business(PILO1, PILO3)
5. Ability to compare the role and types of stand-alone and networked IT devices (PILO6)

6. Plan to use information technology to develop competitive organizations (PILO1, PILO8)
7. Ability to examine dilemmas and controversies in IT and Information Management
8. The usage of PC-based managerial support tools in their individual work (PILO3, PILO4, PILO6)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following block:

1. Introduction to Information systems, the history of informatics
2. Competitive strategy in technology based on hardware, computers and mobile devices,
3. Competitive strategy in technology based on hardware, innovation, reasons for failure
4. Competitive strategy in technology based on software, Open Source community
5. Competitive strategy in technology based on software, change management, migration through platforms, organizational change based on software's
6. Software: Applications, Aspects of software purchases
7. Effective use of IT investments, how CRM can be beneficial
8. Smart technology, IoT devices
9. E-commerce, how technology enables new business models
10. Protection/ security of information systems, attacks, abuses
11. Launching and IT business, how start-up's work
12. Guest lecturer, Wop Week

4. Learning and teaching strategy, methodology

Principal teaching methodologies:

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.

Students are expected to engage in self-managed learning activities. Lab work meetings start with Q&A session to make all terms of the week clear

5. Assessment

Formative assessment elements: Formative feedback will be provided throughout this module through the discussion of problems given as topics for presentations and as homework.

Summative assessment elements:

Individual Assessment			100 %	Group Assessment		0 %
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs
Excel Test	20%	written exam, individual	Assessment on MS Excel methods learnt in practice sessions during weeks 1-6.	one retake opportunity	no	PILO3,4,6
Access Test	20%	written exam, individual	Assessment on MS Access methods learnt in practice sessions during weeks 7-12.	one retake opportunity	no	PILO3,4,6
Final Exam	60%	written exam, individual	A written exam based on all theoretical material learnt during lectures.	one retake opportunity	yes	PILO1,2,3,4,6,8

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

Essential

- Jane P. Laudon, Kenneth C: Management Information Systems: Managing the Digital Firm, 13th Edition, Pearson, ISBN-13: 978-0133050691
- Beekman, G: Digital Planet, Tomorrow's Technology and You, 10th edition, Pearson, ISBN13: 9780132737524; ISBN10: 0132737523
- Gardner, C.-Rathswohl, E.: MIS Cases using application software Wiley, 2011; ISBN: 978-0-470-10122-

Recommended

- Excel 2010 Introduction: Part I,
- Excel 2010 Introduction: Part II,
- Excel 2010 Advanced
- Download: <http://www.bookboon.com>

Course Cases:

- The Rise and Fall of Nokia, <https://hbsp.harvard.edu/product/714428-PDF-ENG?Ntt=rise+and+fall+of+nokia&itemFindingMethod=Search>
- Novell: Open Source Software Strategy, <https://hbsp.harvard.edu/product/605009-PDF-ENG?Ntt=novell+open+source&itemFindingMethod=Search>
- Siebel Systems: Anatomy of a Sale, <https://hbsp.harvard.edu/product/503021-PDF-ENG?Ntt=siebel+systems&itemFindingMethod=Search>
- Hilton Hotels: Brand Differentiation through Customer Relationship Management, <https://hbsp.harvard.edu/product/809029-PDF-ENG?Ntt=hilton+hoet+crm&itemFindingMethod=Search>
- The Internet of Things (IoT): Shaping the Future of e-Commerce, <https://hbsp.harvard.edu/product/HK1063-PDF-ENG?Ntt=iot+ecommerce&itemFindingMethod=Search>
- Cyber Breach at Target <https://hbsp.harvard.edu/product/117027-PDF-ENG?Ntt=cyber+breach+at+target+&itemFindingMethod=Search>
- Drinks-Up! The Pitfalls of Digital Innovation, <https://hbsp.harvard.edu/product/W19293-PDF-ENG?Ntt=drinks+up&itemFindingMethod=Search>

7. Further information

<p>International aspects embedded with the course</p> <ul style="list-style-type: none"> • Global Edition book • international case studies • guest lecture by professionals with international experience (the companies are local but are operating in international environment)
<p>Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course</p> <p>Many parts and topics include ERS-related discussion:</p> <ul style="list-style-type: none"> • Using information technology to reduce waste and improve productivity • Potential of Smart technologies in reducing consumption • The use of technology to create equal standards for all • The use of technology to empower communities
<p>Connections to the world of practice of the course</p> <ul style="list-style-type: none"> • One (or two guest lecturers) per semester is invited from major companies in IT, such as SAP for e.g. • Case studies are all related to real business problems • Use of own work experience

THE ART OF WRITING AND PRESENTING

General data

Course code:	B19GMA01E
ECTS credits:	7
Type of the course:	core course
Semester:	Fall, Semester 1
Course restrictions:	-
Course leader (with availabilities):	Kármén Kovács, Dr. Habil. kovacs.karmen@tkk.pte.hu +36 72 501 599/23186
Further lecturer(s) (with availabilities):	Petra Rácz-Putzer, Dr. putzerp@tkk.pte.hu +36 72 501 599/23129 Péter Németh, Dr. nemeth.peter@tkk.pte.hu +36 72 501 599/23129

1. Description and aims

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.

2. Intended Learning Outcomes (ILOs)

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

1. apply systematic approach and critical thinking to research and writing (PILO4),
2. collect, select and critically evaluate professional literature and information sources (PILO4),

3. understand and apply correct citation and referencing (PILO6),
4. define the basic elements of presentations (PILO2),
5. understand and select effective presentation techniques in speech making (PILO6),
6. demonstrate the ability to speak on a given topic within a defined period (PILO6).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Definition and types of research. Research proposal.
2. Types of professional sources. Online databases (EBSCOhost, Springer etc.) and information sources.
3. Selection of sources. Assessing sources. Reading sources critically.
4. Integrating sources by quoting, paraphrasing and summarising. Critiquing sources.
5. Writing a literature review. The academic writing style.
6. Avoiding plagiarism. Citation and referencing.
7. Basics of presentations: Understand the situation and know your subject matter and know how to sell it.
8. Presentation tools and self-awareness.
9. Organizing information and writing the script of presentation.
10. Selecting appropriate visual aids.
11. Basics of body language.
12. Final group presentation project.

4. Learning and teaching strategy, methodology

Principal teaching methodologies: lecture, document analysis, seminars, tests, student presentations, one-to-one discussion

This module will be delivered via a combination of lectures and seminars. Lectures are provided to establish the framework of researching, writing and presenting (CILOs 1, 2, 4 and 5). Professional guides and samples are applied for practice to develop CILOs 2, 3 and 6. They are used during interactive seminars and for written assignments. E-learning solutions are used to develop CILOs 1, 2, 3, 5 and 6. Feedback on home assignments and presentations will be given through e-learning solutions and one-to-one meetings.

5. Assessment

Formative assessment elements: Feedback from lecturers on in-class activities, draft essays and work-in-progress presentations.

Summative assessment elements:

Individual Assessment			50%	Group Assessment			50%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs	
Written assignment 1 (Research Proposal)	10%	individual written coursework	Research Proposal to a business or economic topic (max. 1,000 words)	No	No	1	
Written assignment 2 (Essay)	20%	individual written coursework	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.	No	No	1,2,3	
Midterm exam	20%	exam	A closed book written exam regarding writing part (multiple choice).	No	No	1,2,3	
Seminar presentation tasks, projects	20%	group oral coursework	Students will practice the basic elements of presentation and the usage of body language using training techniques.	No	No	5, 6	
Written assignment 3 (Video analysis)	15%	group written coursework	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)	No	No	4, 5	
Final group presentation	15%	group oral coursework	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.	No	No	6	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Deane, M. (2010), *Academic Research, Writing & Referencing*. Harlow, Pearson.

Russel, L. and Munter, M. (2014), *Guide to Presentations*. 4th ed. Harlow, Pearson.

- Recommended

Anderson, C. J. (2016), *TED Talks: The Official TED Guide to Public Speaking*. Mariner Books.

Hart, C. (2008), *Doing a Literature Review: Releasing the Social Science Research Imagination*. London [etc.], Sage Publications.

Krogerus, M. and Tschäppeler (2018), *The Communication Book: 44 Ideas for Better Conversations Every Day*. Penguin Books.

Ledden, E. (2014), *The Communication Book: How to Say It, Mean It, and Make It Matter*. Harlow, Pearson.

Machi, L. A. and McEvoy, B. T. (2009), *The Literature Review: Six Steps to Success*. Thousand Oaks, Corwin Press.

McMillan, K. and Weyers, J. (2013), *How to Cite, Reference and Avoid Plagiarism at University*. Harlow, Pearson.

McMillan, K. and Weyers, J. (2013), *How to Improve Your Critical Thinking and Reflective Skills*. Harlow, Pearson.

McMillan, K. and Weyers, J. (2014), *How to Complete a Successful Research Project*. Harlow, Pearson.

Mukkavilli, S. (2015), *Slide Spin: Your Power of Expression*. Notion Press.

Neville, C. (2010), *The Complete Guide to Referencing and Avoiding Plagiarism*. 2nd ed. Maidenhead, Open University Press.

Saunders, M., Lewis, P. and Thornhill, A. (2007), *Research Methods for Business Students*. 4th ed. Harlow; New York, Financial Times - Prentice Hall.

7. Further information

International aspects embedded with the course
Using online international e-journal and e-book databases
Reviewing international literature
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Ethical research
Avoiding plagiarism, applying correct citation and referencing
Sustainability in preparation to a presentation (how not to print handouts and other materials)
Connections to the world of practice of the course

Guest lectures

Students have to evaluate global market research presentation on one of the seminars

BUSINESS ENGLISH

General data

Course code:	B19GMK02E
ECTS credits:	0
Type of the course:	Core course
Semester:	Fall, Semester 1
Course restrictions:	On submitting an accredited C1 level language certificate students can be exempt from taking this course.
Course leader (with availabilities):	Marianne Szamosmenti
Further lecturer(s) (with availabilities):	-

Description and aims

This module aims to introduce students to basics of English for business studies. The course offers the introductory vocabulary to management, production, finance and economics. It aims to develop ESP reading, written and oral business skill. The short term goal is to serve as a preparatory course to courses of academic writing and presentation skills. The long-term objective is students' preparation for business activities after graduation.

Intended Learning Outcomes (ILOs)

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

1. Discuss business topics, eg.: international brands, business relationships, motivation and stress, job satisfaction, crisis, pros and cons of takeovers and mergers (PILO 7).
2. Compare similarities and differences, e.g.: between two business enterprises (PILO 5).
3. Use the language skills of conflict resolution, negotiating, conflict resolution, negotiating, active listening, asking and answering difficult questions, putting people at ease, dealing with communication breakdown, reaching agreement (PILO 2).
4. Write e-mails, business letters, sales letters, press releases, reports (PILO 6).
5. Use elements of writing: arguments and discussion, cause and effect, comparison, definitions, examples and visual information (PILO 6).
6. Use the acquired skills and knowledge to have a good grasp of the contents of courses of study (PILOS 1-8).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

Content, schedule

Elements of writing	Market Leader
1. Arguments and Discussion, Cause and Effect	Communication
2. Cohesion	International Marketing
3. Comparisons	Building Relationships
4. Definite Articles	Success
5. Definitions, Examples	Job Satisfaction

- | | |
|---------------------------|--------------------------|
| 6. Generalisations | Risk |
| 7. Passives | Management Styles |
| 8. Problems and solutions | Team Building |
| 9. Punctuation | Raising Finance |
| 10. Singular or Plural | Customer Service |
| 11. Style | Crisis Management |
| 12. Visual Information | Mergers and Acquisitions |

Learning and teaching strategy, methodology

The module is to support language skills development with ESL, ESP teaching and learning strategies and methods combined in reading, writing, listening and speaking learning contexts. There is a direct, communicative approach, e.g.: case-studies to enhance problem solving in the target language with focus on fluency and language accuracy.

The strategy used is encouraging reading diverse texts, summary frames, scripts of academic writing as well as task-project-inquiry based learning via student participation in discussion sessions, language work, team work, accomplishment of individual written and oral tasks, short presentations and skills development.

Assessment

Formative assessment elements:

- to monitor student learning to recognize and address emerging problems
- to help students identify strengths and weaknesses and target areas that need work
- ongoing feedback on preparation for and participation in sessions

Summative assessment elements:

Individual Assessment	65%	Group Assessment	35%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Course work	35%	Coursework	Individual, group work and assignment	No retake opportunity	Yes	1,2,3,4,5,6
Mid-term paper	30%	Exam	A written test on Business English skill areas	One retake opportunity	Yes	1, 2, 5
End-term paper	35%	Exam	A written examination on material covered within the semester	One retake opportunity	Yes	3, 4, 6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

Learning materials

- Essential
BAILEY, S. (2015): Academic Writing for International Students of Business. Routledge. pp.: 87-155.

COTTON, D. – FALVEY, D. – KENT, S. (2010): 3rd Edition Upper Intermediate Market Leader. Business English Course Book. Pearson/Longman.

- Recommended
MACKENZIE, I. (2012): English for Business Studies. Cambridge UP.

Further information

International aspects embedded with the course
A vocabulary for an insight in multiculturalism.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
A vocabulary for an overview of business ethics, CSR and sustainability.
Connections to the world of practice of the course
Methods of business communication in a corporate environment.

Introduction to Quantitative Methods

General data

Course code:	B19GMK01E
ECTS credits:	0
Semester:	1 st semester, fall
Course restrictions:	Core course
Course leader (with availabilities):	Balázs Kovács, kovacsb@tkk.pte.hu , +36 72 501 599/ ext. 23152
Further lecturer(s) (with availabilities):	

1. Description and aims

The module aims to provide the students with all the necessary prior knowledge in mathematics. It reviews the topics of high-school Mathematics and embeds for the Quantitative Methods module. Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, students should be able to

7. understand and appreciate the key aspects of set theory, algebra and function theory (PILO1)
8. apply compound interest calculations to various fields of business problems (PILO2)
9. perform manual and computer aided calculations and visualize simple relations (PILO3)
10. choose the appropriate function type to describe different business phenomena (PILO4)
11. construct and solve equations and equation systems relating to business problems (PILO3)
12. recognise and understand simple function-like models in economics (eg. Marshall cross) (PILO2)

The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).

2. Content, schedule

The course material will cover the topics as follows.

13. Essentials of Set Theory. Set of Real Numbers and its Subsets, i.e. Natural Numbers, Integers, Rational Numbers, Irrational Numbers.
14. Rules of Algebra for Real Numbers. Number Line. Intervals. Absolute Value.
15. Integer Powers. Fractional Powers. Calculus Rules and Identities for Powers.
16. Compound Interest and Other Business Applications.
17. Polynomial, degree, multivariate polynomial. Polynomial arithmetic (addition, subtraction, multiplication, power). Factorization. Polynomial identities.
18. Arithmetic of algebraic fractions (multiplication, division, simplification, expansion, addition and subtraction).
19. Some Useful Symbols and their Applications, i.e. Summation, Double Summation, Product. Newton's Binomial Formula.

20. Functions. Functions of One Variable. Graphs of Functions. Linear Functions. Quadratic Functions. Polynomials. Power Functions. Exponential Function. Logarithmic function.
21. Inverse of a Function. Characterisation of Elementary Functions with their Graphs. Transformation of Functions.
22. Solving Equations. Linear and Non-Linear Equations. Quadratic Equations.
23. Solution Methods for Systems of Linear Equations with Two Unknowns. Substitution method. Addition method. Graphing method.
24. Essentials of Mathematical Modelling. Solving Verbally Formulated Problems.

3. Learning and teaching strategy, methodology

There will be weekly lectures (4 hrs/week). Exercises will be set as the basis for discussion. For all exercises solutions will be provided after the relevant seminar in order to guide students to check their own solution and help them identify their mistakes as well as the missing gaps in their knowledge. The solutions will be supported by applications wherever it is possible. All tests will be organised digitally in a computer room (for each student a unique set of exercises will be generated).

4. Assessment

Formative assessment elements

Formative feedback will be provided throughout this module through the discussion of problems given as homework.

5. Summative assessment elements

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Final exam	100%	exam	A digital exam covering the material for the whole semester, 7 problems to be solved	one retake opportunity	yes	1,2,3,4, 5,6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

Core learning materials

- Handouts (pdf files of exercises, solutions and lecture notes) provided by the lecturers.
- K. Sydsæter, P. Hammond and A. Strøm: Essential Mathematics for Economic Analysis, Pearson Education, 4th edition, 2012.

Optional learning material

- 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.

7. Further information

MACROECONOMICS

General data

Course code:	B19GMK07E
ECTS credits:	7
Type of the course	core course
Semester:	2 nd , spring
Course restrictions:	-
Course leader (with availabilities):	Richárd Farkas, Dr. farkasr@tk.pte.hu +36 72 501 599/ 23395
Further lecturer(s) (with availabilities):	-

1. Description and aims

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.

2. Course Intended Learning Outcomes (CILOs)

Learning outcomes:

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

1. analyse fundamental economic data (GDP, inflation, unemployment) (PILO 3)
2. construct and examine trends in basic macroeconomic variables (PILO 1)
3. compare the basic mechanisms behind fiscal and monetary interventions (PILO 1)
4. select, classify and summarise the most important short and long run effects of economic shocks (PILO 2)
5. understand key concepts in international trade and open economy macroeconomics (PILO 1, PILO 2)
6. provide and construct macroeconomic outlook for business decision support (PILO 2)

7. recognize and analyze the ethical issues of fiscal and monetary interventions (seigniorage tax, etc.) (PILO 8)
8. Analyze the sustainability of economic growth in the light of environmental issues (overpopulation, etc.) (PILO 8).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Schedule

The discussion of topics is divided into the following eleven chapters:

1. Introduction, measuring a nation's income, national income accounting
2. Jobs and inflation
3. Economic growth
4. Finance, saving and investment
5. Money, the price level and inflation
6. Exchange rates, the balance of payment
7. Aggregate supply and aggregate demand
8. Expenditure multipliers
9. The business cycle, inflation and deflation
10. Fiscal Policy
11. Monetary Policy

4. Learning and teaching strategy, methodology

The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces.

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 to practise the calculations on real data and have readings about macroeconomic problems.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes.

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Midterm exam	30%	exam	A written exam based on chapters 1-5, containing 8-11 questions.	one retake opportunity	yes	1,2,6
Final exam	50%	exam	A written exam based on chapters 1-10, containing 15-20 questions.	one retake opportunity	yes	1,2,3,4,5,6,7
Homeworks	10%	exercise	A groupwork exercise based on the related chapter	no retake opportunity	yes	1,6
Case study analysis	10%	exercise	A groupwork based on the learning material	no retake opportunity	yes	1,4,6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

Michael Parkin: Economics, Pearson (13th or later edition), essential

Mankiw: Macroeconomics, 6th edition, recommended

7. Further information

International aspects embedded with the course
Examples of macroeconomic relations with international overview. The homeworks and case study analyses are always based on international economic data, news and situations.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Recognize and analyze the ethical issues of fiscal and monetary interventions (seigniorage tax, etc.) (PILO 8). Analyze the sustainability of economic growth in the light of environmental issues (overpopulation, etc.) (PILO 8).
Connections to the world of practice of the course
Evaluating the effectiveness of macroeconomic policy interventions (fiscal and monetary policy).

PROBABILITY AND STATISTICS

General data

Course code:	B19GMK06E
ECTS credits:	7
Type of the course:	core course
Semester:	Spring, Semester 2
Course restrictions:	<i>Basic Excel knowledge is useful</i>
Course leader (with availabilities):	Dániel Kehl, Dr. kehld@ktk.pte.hu +36 72 501 599/ 63144
Further lecturer(s) (with availabilities):	-

1. Description and aims

The module aims to develop a basic understanding in probability theory (discrete and continuous distributions) and basic statistical methods (both descriptive and inferential). It builds a basis in methodology for both theoretical and practical issues in the given field. The module helps to understand ethical questions, concepts of data analysis and methods covered in more advanced statistics courses. Data analytic skills are among the most in-demand jobs nowadays and in the coming years.

2. Intended Learning Outcomes (ILOs)

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

1. analyse a population using descriptive statistics (*PILO3*),
2. summarise the key aspects of probability and random variables in the decision-making process (*PILO2*),
3. infer population parameters based on a sample (*PILO3*),
4. solve numerical business problems (*PILO3*),
5. select appropriate techniques and methods for the solution of such problems (*PILO4*),
6. apply theoretical concepts in a business environment (*PILO1*).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following ten chapters, first 10 chapters of the essential learning material:

1. Introduction
2. Organizing and Visualizing Data
3. Numerical Descriptive Measures
4. Basic Probability
5. Discrete Probability Distributions
6. The Normal Distribution and Other Continuous Distributions
7. Sampling and Sampling Distributions
8. Confidence Interval Estimation
9. Fundamentals of Hypothesis Testing: One-Sample Tests
10. Two-Sample Tests

4. Learning and teaching strategy, methodology

Principal teaching methodologies: pre-reading of book chapter, lecture, in-class discussion, quizzes

This module is delivered via a combination of lectures and practical exercises. Two classes per week in which theory is explained (CILO 1, 2, 3, 5) and applications are demonstrated. An exercise comprising several problems issued at each lecture will form the basis of the follow-up seminars. The seminars extend the students' knowledge of computer programs (primarily Microsoft Excel) to solve business related problems based on the material of the book (CILO 4, 6). A home assignment (CILO 4) is given each week for the students to practice the newly learnt material in form of quizzes. Students are expected to read subchapters before class so they can ask their questions related to the material and we can focus more on problematic concepts (CILO 6).

It is inevitable that students practice on their own 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.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, QA sessions before midterm tests, and drop-in office hours.

Summative assessment elements:

Individual Assessment			100%	Group Assessment		0%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Midterm 1	20%	Individual written exam	A written exam based on chapters 1-4, containing 3-5 questions.	-	no	1, 2, 4, 5
Midterm 2	20%	Individual written exam	A written exam based on chapters 5-8, containing 3-5 questions.	-	no	2, 3, 4, 5
Weekly assessments	10%	quiz	weekly quizzes (10 x 1%)	-	no	1, 2, 3, 4
Final exam	50%	Individual written exam	A written exam based on chapters 1-10, containing 5-6 questions.	one retake opportunity	yes	1, 2, 3, 4, 5, 6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

BERENSON, M. L., LEVINE, D., SZABAT, K., AND STEPHAN, D. (2019): Basic Business Statistics: Global Edition 14/e, ISBN: 978-0134684840

- Recommended

SHARPE, N. R., DE VEAUX, R. D., VELLEMAN, P. F. (2022): Business Statistics, Global Edition, Pearson, ISBN: 9781292269313

NEWBOLD, P., CARLSON, W. L., THORNE, B. M. (2019): Statistics for Business and Economics, Global Edition, Pearson, 9781292315034

GYIMESI, A, KEHL, D (2021): Relative age effect on the market value of elite European football players: a balanced sample approach, European Sport Management Quarterly, <https://doi.org/10.1080/16184742.2021.1894206>

7. Further information

International aspects embedded with the course
The global edition of the essential learning material contains many international problems. Guest lectures from international faculty if possible.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Almost all chapters of the essential learning material and all lectures mention ethical considerations and use of statistics.

Connections to the world of practice of the course

Case studies of the essential learning material, course leader shares own consulting and research experiences.

INTRODUCTION TO MANAGEMENT

General data

Course code:	B19GMB01E
ECTS credits:	7
Type of the course:	Core course
Semester:	Spring, Semester 2
Course restrictions:	-
Course leader (with availabilities):	Norbert Sipos, Dr. sipos.norbert@ktk.pte.hu +36 72 501 599/23132
Further lecturer(s) (with availabilities):	-

Description and aims

The aim of the module, 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 of the upcoming semesters. As the module ensures the interconnectivity between different subjects, international is in the focus, including ESR aspects which are supported by corporate examples.

2. Intended Learning Outcomes (ILOs)

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

1. understand the theoretical and conceptual background knowledge (structure, control, diversity, ethical issues, planning, decision-making) of managing a business in local and global context (PILO1)
2. compare and contrast major management evolution-related schools (PILO2)
3. interpret and analyse complex management issues from multiple perspectives through case studies (PILO4)
4. operate effectively within a (multicultural) team environment demonstrating teambuilding and intercultural communication skills by taking part in group work exercises (PILO5)
5. communicate effectively in oral and written formats in the physical and virtual space using communication and information technology for business applications and is able to prepare and present reports (PILO6)

6. exercise initiative and take personal responsibility for one's own work in terms of timeliness, professional behaviour, and personal motivation (PILO7)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Clarification of the course expectations. Managers and Management Ch. 1
2. The Management Environment Ch. 2
3. Integrative Managerial Issues Ch. 3
4. Organizational Structure and Design Ch. 6
5. Foundations of Planning Ch. 5
6. Introduction to Managing Human Resource Ch. 7
7. Midterm examination. Foundations of Decision Making Ch. 4
8. Managing Change and Innovation Ch. 8
9. Foundations of Individual Behavior and Individual Work Ch. 9
10. Understanding Groups and Managing Work Teams Ch. 10
11. Foundations of Motivation and Rewarding Systems, Managing Communication and Information Ch. 11, Ch. 13
12. Foundations of Control, Operations Management Ch. 14, Ch. 15
13. Final examination in computer room, Summary in classroom

4. Learning and teaching strategy, methodology

Each of the participants has to take a presentation on the topic selected (lecturers offer a list) in week 1 (see CILO 2, 4, 5, and 6).

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 CILO 3, 4, 6, and 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 CILO 1, 2).

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, written feedback about the presentations including peers and professor which will be sent to the students (CILO 3-6).

Individual Assessment	70%	Group Assessment	30%
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Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Presentation (group assessment)	20%	group oral coursework	The students have to take 15 minutes of presentation plus Q&A and feedback. (20%) The topics are covering the core learning material and fixed in the first week. Evaluation criteria: 5 points for presentation style and quality of slideshow, 5 points for peer involvement, 10 points for content quality and how it addresses the topic.	no	No	1, 2, 4, 5, 6
Multichoize quiz (individual assessment)	10%	individual written coursework	At the beginning of the lessons, there will be an online, multichoize quiz (10%) connected to previously acquired knowledge. If 60% of answers are correct, one point can be earned, a maximum of 10 points for the semester	no	no	1, 2, 6
Case-study solution (group assessment)	10%	group written coursework	In 10 unspecified occasions the students should solve and submit case study no later than the given week's Sunday, 4 p.m. on the Moodle.	no	no	1, 2, 3, 4, 5, 6
Midterm exam (individual assessment)	20%	individual written exam	It consists of 40 minutes of exam taken in the classroom, including true-false questions (20 pcs for 10 points-10%), and small essays (4 pcs for 20 points converted to 10%) in the topics discussed until that point.	no	no	1,2, 5, 6
Final term exam (individual assessment)	40%	individual written exam	It consists of 75 minutes of exam, including 4 small essay questions for 20 points, and 3 big essay questions for 30 points.	one retake opportunity	yes	1,2, 5, 6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

The midterm examination can be taken in the following lesson in case of absence, and the final term examination can be taken in the first week of the examination period in case of absence. The final term exam can be retaken only.

6. Learning materials

- Essential

Robbins, S. P., Coulter, M. & De Cenzo, D. (2021): Fundamentals of Management, Pearson, 11th edition, ISBN: 9780135640999

- Recommended

(FBE) Balogh, G., Sipos, N. & Rideg, A. (2021): An empirical study of the internal factors influencing the application of compensation incentives in SMEs. *COMPETITIVENESS REVIEW*, 31(3), pp.542–570.

(FBE) Balogh, G. & Sipos, N. (2020): Is it worth for bachelor graduates to diversify study programme for master level? *INTERNATIONAL JOURNAL OF EDUCATIONAL MANAGEMENT*, 34(9), pp.1387–1401.

Robbins, S. P. & Coulter, M. (2012): Management. Prentice Hall, 11th edition, ISBN 978-0-13-216384-2

Robbins, S. P., De Cenzo, D. & Coulter, M. (2017): Fundamentals of Management: Management Myths Debunked!, Prentice Hall, 10th edition, ISBN 9781292146942

INTRODUCTION TO SOCIAL SCIENCES

General data

Course code:	B19GMA02E
ECTS credits:	7
Type of the course:	Core course
Semester:	Spring, Semester 2
Course restrictions:	-
Course leader (with availabilities):	Éva Somogyiné Komlósi, Dr. B403 room komlosi.eva@ktk.pte.hu
Further lecturer(s) (with availabilities):	-

1. Description and aims

This course is designed to introduce students to the theoretical and empirical foundations of the social forces and processes that shape human personality and behavior, culture, institutions, and society. This module provides a brief introduction to the history of the social sciences in order to understand the development of social thought. Through class discussions, students gain an understanding of both classical and contemporary views of social interaction, social institutions, and social change. In-class activities and exercises allow students to develop their sociological imagination and apply it to new situations. In addition, the module provides an overview of important social issues closely related to work and economic life and introduces students to social patterns that change over time and in different contexts, including the business context. In this way, this module helps students acquire and apply the knowledge needed to solve management problems. By pointing out the social foundations of daily life, which is often distorted by fake news, fraud, and hoaxes, this introductory course also helps develop students' critical thinking skills.

2. Intended Learning Outcomes (ILOs)

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

1. discover and develop social imagination and apply it to a variety of social issues in daily life, including the business environment (PILO 1),
2. explain, compare and apply basic sociological perspectives and concepts (PILO 1),
3. recognise and evaluate social patterns that influence individual decisions and social interactions (PILO 1),

4. understand how social background and inequalities can alter individual life chances (PILO 8),
5. distinguish different research methods in the social sciences and understand their advantages and limitations (PILO 3),
6. collect, analyse and evaluate data and information as a result of in-class exercises (worksheet, group work, case study) (PILO 3),
7. effectively explain ideas, contrast perspectives, and work in teams as a result of class discussions and assignments (PILO 5).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Introduction to the instructor, course objectives, syllabus.

What is sociology? How can sociology help us in our personal and professional lives? Why do science, government, and business benefit from the study of sociology? Key features of sociological thinking. Basic concepts and modern theoretical approaches.

2. *How do we ask and answer sociological questions? Building blocks of basic social research. Introduction to research approaches.*
3. *Does nature or culture (nurture) influence human behavior more? How easily can culture be changed? The sociological study of culture. Cultural conformity or diversity, group influence. Ethnocentrism and relativism.*
4. *How do we learn the rules of a society? How does socialization affect our lives? The role of socialization over the life course. Nature vs. nurture. Theories and research on socialization.*
5. *Why do humans need social interaction? Social interaction in the age of the Internet. Theories and contemporary research on social interaction.*
6. *How do we interact with each other as individuals or as groups? Different groups in sociology. Theories and contemporary research on groups, networks, and organizations.*
7. *Why do people violate the norms and rules of a society? How is deviance socially constructed? Conformity, deviance, and crime. Sociological theories and research on crime and deviance.*
8. *Why do people have different access to valued resources? Social stratification and the importance of social background. Theories and research on stratification in modern societies.*

9. *How are people treated differently because of their gender, race or ethnicity?* Social inequalities. Gender inequality, race, ethnicity, and racism. Understanding global inequality.
10. *What is a family? What changes in family structures have occurred around the world?* Sociological theoretical and historical perspectives on families.
11. *What are the social functions of schooling?* Education, social mobility, and inequality. Major sociological perspectives on the role of schooling. Theory of cultural and social capital.
12. *Why is work a classic topic of sociological research?* Sociological dimensions of work. The (changing) nature of work in modern societies and the major changes affecting economic life today. The future of work.
13. *What is the trend of urbanization in the world? What are the implications of population growth?* Demographic processes, urbanization, global cities, urban problems. Environment and human ecology, theories of population size and control.

4. Learning and teaching strategy, methodology

Principal teaching methodologies: pre-reading of book chapters, in-class discussion, quizzes, group work, student presentations, lecture.

This module consists of a combination of lectures and seminars. The lectures introduce students to theories, concepts, and debates on the topic at hand. Students in seminars are encouraged to actively participate in the educational process by discussing the actual themes, conducting class activities (group work, assignments), and analyzing offline and online (digital) resources (such as videos, podcasts, articles, worksheets). Student reflection on the material and active participation in class discussions and group work are considered important components of the learning process. This requires that students come to class prepared by reading the assigned chapter of the textbook for the sessions in advance.

5. Assessment

Formative assessment elements: Oral feedback on class activities, discussion of individual and group assignments solved in class, and online quizzes on various core material blocks that students solve at home.

Summative assessment elements:

Individual Assessment	85%	Group Assessment	15%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs
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Take-home quizzes	10%	individual, written, coursework	Online quiz (open-book Moodle test) with single-choice questions related to the main blocks of the learning material (not every week, 3 quizzes in total). Students solve these quizzes at home.	no	no	CILO 2
Group work presentation	15%	group, written & oral, coursework	Theoretical issues are put into practise through in-class exercises. Students analyse online/offline resources, reading materials in groups and present results.	no (upon special and proven circumstances, illness, etc.).	no	CILO 1-7
Midterm exam	25%	individual, written, exam	A written exam based on topics 1-7, with short answer and essay questions. The questions measure not only students' theoretical knowledge but also their critical thinking skills.	no (upon special and proven circumstances, illness, etc.).	no	CILO 1-5
Final exam	50%	individual, written, exam	A written exam, with short answer and essay questions. The questions measure not only students' theoretical knowledge but also their critical thinking skills.	one retake opportunity	yes	CILO 1-5

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential
 - Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr, (2018): *Introduction into Sociology*, 11th edition. New York: W.W. Norton & Company, INC. (core textbook)

- Anthony Giddens, Philip W. Sutton (2017): *Sociology*, 8th Edition, Cambridge: Polity Press.
- Class Slides (PowerPoint slides shown in class can be downloaded from Moodle).
- Other learning materials might be shared with the students during the semester on MS Teams and/or Moodle.
- Recommended
 - Martin Joseph (1989): *Sociology for Business – A Practical Approach*. Cambridge: Polity
 - C. W. Mills (1959): *The Sociological Imagination*. Oxford University Press

7. Further information

International aspects embedded with the course
<p>Asking and answering sociological questions</p> <ul style="list-style-type: none"> • Suicide rates in Hungary, <i>case example, in-class discussion</i>
<p>Culture and society</p> <ul style="list-style-type: none"> • components of national identity in different countries (textbook 1, chapter 3, p. 51.), <i>infographic discussion</i> • different subcultures (Wall Street, The Amish, modern-day nomads), popular culture (Hollywood) (short documentary films), <i>case example, in-class discussion</i> • generational differences (international comparison), <i>in-class exercise</i> • cultural orientation by country (online test), <i>case example, in-class discussion</i> • American Values in Print Media, <i>in-class exercise</i>
<p>Socialization and the life course</p> <ul style="list-style-type: none"> • life course transitions in different countries (textbook 1, chapter 4, p. 83), <i>infographic discussion</i> • The story of „The girl in the window“ (reading/video), <i>case example, in-class discussion</i>
<p>Social interactions (groups, networks, organizations)</p> <ul style="list-style-type: none"> • obedience to authority – Milgram research (documentary film, reading), <i>case example, in-class discussion</i> • The U.S. Military Academy (West Point), , <i>case example, in-class discussion</i> • internet connectivity, digital divide (international comparison) (textbook 1, chapter 6, p. 137.), <i>infographic discussion</i>
<p>Conformity, deviance, crime</p> <ul style="list-style-type: none"> • incarceration rate in different countries (textbook 1, chapter 7, p. 161), <i>infographic discussion</i> • Story of Kevin Mitnick and Takafumi Horie (online readings), Heaven’s Gate cult (reading, video), China New Surveillance Technologies (video), <i>in-class discussions</i>

Social stratifications, inequalities

- income inequalities in different countries (textbook 1, chapter 8, p. 181), *infographic discussion*
- global/ gender inequalities in numbers (textbook 1, chapter 9-10, p. 209, 255), *infographic discussion*

Family

- length of maternity leave in different countries (textbook 1, chapter 15, p. 401), *infographic discussion*

Education

- educational attainment international comparison (textbook 1, chapter 16, p. 435), *infographic discussion*

Population growth, urbanization (:

- urbanization trends international comparison (textbook 1, chapter 19, p. 531), *infographic discussion*

Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course

Topic 2. Asking and answering sociological questions (E - Ethics)

How do we ask and answer sociological questions? Building blocks of basic social research. Introduction to research approaches. Ethical dilemmas in research.

- Ethical concerns of social research: Stanford Prison Experiment (docu film), Watson's 'Little Albert' study (docu film), „As nature made him“ story of Bruce Reimner (supplementary reading, podcast); *group work / in-class discussion.*

Topic 3, 4. Culture, Socialization process (R – responsibility)

Does nature or culture (nurture) influence human behavior more? How easily can culture be changed? The sociological study of culture. Cultural conformity or diversity, group influence. Ethnocentrism and relativism. How do we learn the rules of a society? How does socialization affect our lives? The role of socialization over the life course. Nature vs. nurture. Theories and research on socialization.

- The Merchants of Cool (docu film, effect of media on the socialization process), The secret case of Genie Wiley (docu film, process of socialization), Twenty Statement Test (Kuhn – McPartland, 1954), Gender Socialization Lab/Fieldtrip (Social Construction of Ideas, Asanet.com, A. Cross), Writing Children's Book (McKinney – Heyl 2009, exercise); *group work / in-class discussion.*
- Effects of Social media on Society and Culture (infographics), Culture Orientation per country (TheCultureTest.com, online test), Inglehart–Welzel Cultural Map (infographics), Short docu films relate to sub-, pop- and counterculture (Wall Street,

The Amish and Us, Modern Nomads), TV Media and Reality: An Observation (exercise, Asanet.com, Inge - McGrane 1999); *group work / in-class discussion*.

Topic 9. Social inequalities (E - ethics, R – responsibility)

How are people treated differently because of their gender, race or ethnicity? Social inequalities. Gender inequality, race, ethnicity, and racism. Understanding global inequality, globalization.

- Global-, gender-, racial inequalities (infographics), Life Happens: A Work, Class, and Access to Resources Exercise (Tracy E. Ore, Asanet.com, simulation), Race and Ethnicity Data Exercise (J. Gerdes - C. Persell 2008, Asanet.com, exploring data), *The Divide (docu film)*, *Wal-Mart: The High Cost of Low Price (docu film)*, *Michael Moore: Capitalism: A Love Story 2009 (docu film)*; *group work / in-class discussion*

Topic 10, 11. Social institutions (family, education) (R – responsibility)

What is a family? What changes in family structures have occurred around the world? Sociological theoretical and historical perspectives on families. What are the social functions of schooling? Education, social mobility, and inequality. Major sociological perspectives on the role of schooling. Theory of cultural and social capital.

- *Babies: the first year (docu film)*, *The Changing Face of Motherhood (supplementary reading)*, PISA (OECD data comparison, infographics); *group work / in-class discussion*

Topic 13. Population growth, urbanization (R - responsibility, S - sustainability):

What is the trend of urbanization in the world? What are the implications of population growth? Demographic processes, urbanization, global cities, urban problems. Environment and human ecology, theories of population size and control.

- *The future of the cities (docu film)*, *Environmental racism (docu film)*, *Draw a map (exercise, social change, Eleen A. Baumann et al. 1989)*; *group work / in-class discussion*

Connections to the world of practice of the course

“Not relevant to this course”.

Year 2

Business Statistics

General data

Course code:	B19GMK08E
ECTS credits:	7
Type of the course:	Core course
Semester:	Fall, Semester 3
Course restrictions:	<i>It is recommended to finish Probability and Statistics successfully before this course.</i>
Course leader (with availabilities):	Mónika Galambosné Tiszberger, Dr. tiszbergerm@ktk.pte.hu +36 72 501 599/63146
Further lecturer(s) (with availabilities):	-

1. Description and aims

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. Students will also be able to understand statistical reports and critically evaluate their content by the end of the course. Ethics and responsible thinking are key in statistics. Data handling, confidentiality issues and ethical reporting of data and results is discussed.

2. Intended Learning Outcomes (ILOs)

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

1. Recognise and define measurement scale of the input variables, recognize statistical problems and match the proper basic methodology (hypothesis test, analysis of stochastic relationships, linear regression model, time series analysis) (PILO2)
2. Describe uncertainty in estimations and hypothesis tests (PILO4)
3. Explain statistical reports and conclusions (PILO4)
4. Solve certain business problems based on data (PILO3)
5. Demonstrate basic statistical terminology (PILO4)

6. Confidently apply Ms Excel as a basic data analysis tool for calculations (PILO3)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following ten main topics (details on the related core learning material are in the quiz schedule):

1. Recall of descriptive and inferential statistics
2. Analysis of Variance
3. Chi-square test
4. Nonparametric procedures
5. Correlation
6. Simple Linear Regression
7. Multiple Linear Regression
8. Non-linear regression
9. Time series analysis (trends and forecasting)
10. Seasonal changes in time series

4. Learning and teaching strategy, methodology

This module is taught through joint application of theoretical and practical teaching methods, which should enable students to understand mechanisms of business decision making 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 and another quiz after the classes (CILO4, CILO5). (Multiple choice quizzes form <20% of the total points.) 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 (CILO1, CILO2, CILO5). Lecture by the module leader in between is always shorter than 20 minutes. At the end of the class they also have to solve a group work exercise (CILO3, CILO4) with calculations and conclusions. Feedback is given weekly. At the tutorials in the computer lab the teacher and the students solve the exercises together with MS Excel (CILO4, CILO6). Continuous learning and individual practising is necessary to keep up with the course and ensure successful performance.

Many datasets of the tutorials are based on the research or collection of the module leader. So these are valid, real life examples. International examples mainly included in the time series analysis topics.

A forum is open all along the semester in MS Teams or Moodle to questions and answers.

List of teaching method elements:

- in class discussion
- online quizzes (homework), after and before the class
- one to one consultation
- online tutorials (MS Excel solution videos prepared by the module leader)
- lecturing (<20 minutes)
- in class exercises
- group work
- peer to peer teaching

Oldaltörés

5. Assessment

Formative assessment elements: Oral feedback on quizzes and group work weekly. Discussion of the solution of practical exercises solved during the classes. Opportunity to individual feedback in office hours.

Summative assessment elements:

Individual Assessment	90%	Group Assessment	10%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Take home assessment	10%	individual quiz (at home)	Multiple choice, T/F quiz in Moodle before and after the topics each week. Open for more days. 12 questions for 12 minutes. It is a readiness/reading assessment.	no retake	no	4, 5
Group work	10%	coursework in groups	Topic related problem solution in 10-15 minutes at the end of each lecture.	no retake	no	2, 3, 4
Midterm tests (2)	2×15% =30	written individual exam	Problem solution with the help of MS Excel. Direct questions. Only numeric solutions are required. 4-5 problems for 50 minutes.	no retake	no	1, 4, 5, 6

Final exam	50%	written individual exam	Problem solution with the help of MS Excel. More complex questions. Interpretation of the results is required beside numeric solutions 5-6 problems for 90 minutes.	one retake opportunity	yes	1, 2, 3, 4, 5, 6
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* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

Quizzes, group work and midterm tests are required to pass TOGETHER, irrespective of the composition.

6. Learning materials

- Essential

Berenson, M.L. – Levine, D.M. – Szabat, K.A. – Stephan, D. F. (2020): Basic Business Statistics: Concepts and Applications, 14th Global Edition, Pearson

- Recommended

Levine, D.M. – Stephan, D.F. – Szabat, K.A. (2017): Statistics for Managers Using Microsoft Excel, 8th Edition, Pearson

Videos (and belonging datasets) of the lecturer are provided for every exercise type, which guide through the steps of calculations in MS Excel. Students are encouraged to watch these individually and practise the exercise solutions.

As an example of the meaning of responsibility and ethics in statistics, see Galambosné Tiszberger, Mónika: Shadow economy: A comprehensive concept and the interpretation of its size. INTERNATIONAL SOCIAL SCIENCE JOURNAL 72:243 pp. 175-191. 17 p. (2022)
<https://doi.org/10.1111/issj.12313>

7. Further information

International aspects embedded with the course
Time series analysis topics are illustrated with international examples at the tutorials (international companies like Google, Amazon, Starbucks, etc. source is statista.com)
The Global Edition of the textbook is applied. It includes some international examples.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Ethics and responsible thinking are key in statistics. Data handling, confidentiality issues and ethical reporting of data and results is discussed. Ethical statistical thinking and reporting is discussed in terms of all topics.
Connections to the world of practice of the course
Directly not relevant to this course. An expert of The Central Bank (of Hungary) will have a short introduction of application of regression models in GDP forecasts.

INTRODUCTION TO ACCOUNTING

General data

Course code:	B19GMK09E
ECTS credits:	7
Type of the course:	core module
Semester:	3 (fall)
Course restrictions:	-
Course leader (with availabilities):	András Takács, Dr. takacs.andras@tk.pte.hu +36 72 501 599/ 23277
Further lecturer(s) (with availabilities):	-

1. Description and aims

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, and 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. During the discussion, it is also highlighted how the issues of ethics and responsibility should be handled in the accounting activities.

2. Course Intended Learning Outcomes (CILOs)

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

1. Use the main principles and key expressions of accounting, book-keeping and financial statements (*PILO1*),
2. Compare different accounting methods (depreciation, inventory costing etc.) (*PILO2*),
3. Record usual transactions in the book-keeping system (*PILO3*),
4. Evaluate the impact of transactions on the firm's assets, equity, liabilities, revenues and/or expenses (*PILO3*),
5. Explain the relationship between the book-keeping system and the financial statements of the firm (*PILO3*),
6. Categorise book-keeping information and prepare financial statements (*PILO3*),
7. Explain the effects of different accounting methods on financial statements (*PILO4*).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following ten chapters:

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

4. Learning and teaching strategy, methodology

This module is delivered via a combination of lectures and practical exercises. The weekly classes are divided into two parts: the first part is a lecture, which is deployed to introduce the theoretical background, main concepts and issues related to the given topic, while the second part is used to discuss practical problems and to solve practical exercises.

5. Assessment

Formative assessment elements: 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.

Summative assessment elements:

Individual Assessment				100%	Group Assessment		0%
Name of the element	Weight	Type	Details		Retake opportunity	Req.*	Related CILOs

Midterm exam	40%	exam	A written exam based on chapters 1-5, containing 3-5 questions.	one retake opportunity	yes	1,2,6,7
Final exam	60%	exam	A written exam based on chapters 6-10, containing 5-6 questions.	one retake opportunity	yes	1,2,3,4,5,6,7

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

TAKÁCS, A. (2019): Introduction to Accounting, e-book, University of Pécs, Faculty of Business and Economics, ISBN: 9789634293460, 158 p.

7. Further information

International aspects embedded with the course
The course and the learning material is based on the International Financial Reporting Standards (IFRS).
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
During the discussion of the chapters, the issues of ethics and responsibility in the accounting activities are highlighted.
Connections to the world of practice of the course
For each chapter, there are practical exercises, many of which originate from real companies' datasets, in an anonymized form.

INTRODUCTION TO MARKETING

General data

Course code:	B19GMK11E
ECTS credits:	7
Type of the course:	Core course
Semester:	Spring, Semester 4
Course restrictions:	-
Course leader (with availabilities):	Petra Rácz-Putzer, Dr. putzerp@ktk.pte.hu +36 72 501 599/23129
Further lecturer(s) (with availabilities):	Bence Vereckei-Poór poor.bence@ktk.pte.hu

1. Description and aims

The 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. It also provides guide for understanding the marketing concepts and the basic steps of marketing management. Students learn to consider the importance of predicting and analyzing consumer's responses to marketing activities and become familiar with the basic marketing research techniques and the fundamental marketing tools (marketing mix). Module aims to consider moral and social aspects of marketing activities. The course is a blend of lectures, seminars and off-class work. Theoretical issues are brought to practice by examples, case studies, in-class exercises and student-run field research.

2. Intended Learning Outcomes (ILOs)

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

1. Use the main principles and key expressions of marketing, marketing management activities, methods and tools used in the marketing process (*PILO1*),
2. Identify basic marketing issues and problems (*PILO2*),
3. Evaluate the impact of marketing tool on the market (customers, competitors and company) (*PILO3*),
4. Interpret, analyse and and solve basic marketing problems through creative thinking (*PILO4*),
5. Understand and apply fundamental theoretical frameworks correctly in daily business-life (*PILO6*),

6. Write reports and develop presentation (PILO6).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following chapters:

1. Marketing: Creating Customer Value and Engagement (1)
2. Company and marketing strategy: Partnering to build customer engagement, value and relationships (3)
3. Analyzing the Marketing Environment, Managing marketing information to gain customer insights (2)
4. Understanding Consumer and Business Buyer Behavior (3)
5. Customer Value-Driven Marketing Strategy: Creating Value for Target Customers (2)
6. Products, Services and Brands: Building Customer Value (1)
7. Developing New Products and Managing the Product Life Cycle (4)
8. Pricing: Understanding and Capturing Customer Value (1)
9. Marketing channels: Delivering Customer Value, Retailing and Wholesaling (1)
10. Engaging Consumers and Communicating Customer Value: Advertising and Public Relations (4)
11. Personal Selling and Sales Promotion, Direct, Online, Social Media and Mobile Marketing (4)
12. Social marketing, green marketing and CSR – responsibility in marketing (3)
13. Final group presentation project (6)

14. Learning and teaching strategy, methodology

Principal teaching methodologies: lecture with flipped-classroom elements, in-class discussion, case study analysis, quizzes.

There are key elements in this module, which use a range of different strategies to achieve the objectives: This module is delivered via a combination of lectures and practical exercises. The weekly classes are divided into two parts: the first part is an interactive lecture, which is deployed to introduce the theoretical background, main concepts and issues related to the given topic through examples and critical thinking questions (CILO1, CILO2). This requires students to have read the chapter in advance, so that we can work through the material using examples. Seminars include project work (8 projects

during the seminar to develop a new product and brand – practicing the theory “learning by doing”) (CILO4, CILO7) and presentations of the projects (CILO6). The seminars and lectures also provides an opportunity to discussions of the actual themes, completion of class exercises and homework, mini case studies, online and offline resource analysis etc. (CILO3, CILO4). Students will have to prepare individually and/or in groups for the following class by reading the assigned chapter of the textbook and completing short tests before the class (CILO1) and the mentioned projects. Students' reflections on the actual material and their contributions to the discussion are considered to be important elements of the learning process. Therefore, students are required to attend prepared and ready for critical thinking. (CILO5, CILO6)

15. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, online quiz game (Kahoot) “challenge” connected to every chapter that can be solved at home during the semester to practice.

Summative assessment elements:

Individual Assessment			60%	Group Assessment			40%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
Short tests, quizzes	10%	coursework	Moodle tests before the classes	no	no	1,2,3,4,5,6,7	
Project work	40%	coursework	Building on the lectures, students prepare in groups segments of a semester-long case study for the seminars. Theoretical issues will be brought to practice by examples, in-class exercises and student-run field research.	one retake opportunity	yes	4,5,6	
Final Exam	50%	exam	A written exam based on chapters 1-14, containing 5-6 questions.	one retake opportunity	yes	1,2,3,4,5,6,7	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

16. Learning materials

- Essential

Armstrong, G. – Kotler, P. (2020): Marketing: An introduction, Pearson Education-Prentice-Hall. 492 pp Chapter 1-14 ISBN: 978-1-292-29486-5

- Recommended

Józsa – Piskóti – Rekettye - Veres: Decision-oriented Marketing. KJK – KERSZÖV Legal and Business Publishers Ltd. Budapest 2005.

Kotler, Philip – Armstrong, Gary (2006): Principles of Marketing 11th International Edition. Prentice Hall

Armstrong, Gary - Kotler, Philip – Harker, Michael – Brennan, Ross (2009): Marketing: An Introduction. Pearson Education-Prentice-Hall.

17. Further information

International aspects embedded with the course
Theoretical models, case studies, case examples during the class, mixed (international teams) during the project work
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Theoretical models, case examples during the class, Social marketing, green marketing and CSR – responsibility in marketing (Week 12)
Connections to the world of practice of the course
Project work, guest lecture by professionals

ORGANISATIONAL BEHAVIOUR

General data

Course code:	B19GMB02E
ECTS credits:	7
Type of the course:	core course
Semester:	Fall, 3 rd semester
Course restrictions:	It is advisable to have Introduction to Management module when registering to the course.
Course leader (with availabilities):	Dr. Zsuzsanna Vitai Room B429, vitai.zsuzsanna@ktk.pte.hu
Further lecturer(s) (with availabilities):	Julianna Németh Room B220, nemethj@ktk.pte.hu Judit Potó Room B 220 poto.judit@ktk.pte.hu

1. Description and aims

The module aims to provide a compass to the study of individuals and groups within the organization, and to the study of the organization itself. It intends to build a deep awareness of the evolving difficulties and opportunities in people management. The module uses a psychological approach and focuses on the human aspect of management taking into consideration 21st-century problems. It provides an evidence-based and professional understanding of the reasons for human behaviour and tries to give useful tools for solving management problems to improve the profitability of the organization.

2. Intended Learning Outcomes (ILOs)

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

1. Understand what OB is and why it is important (PILO1)
2. Know the theories that support management practices (PILO1, PILO4)
3. Link theories and practice and successfully apply theoretically – based solutions to practical management problems (PILO2)
4. Learn how to apply ethical practices to diversity and inclusion (PILO8)
5. Learn how sound and ethical management contributes towards sustainable operations (PILO8)
6. Demonstrate ability:
 - to interact with people in the work environment;(PILO5)
 - to argue their ideas professionally;(PILO6)
 - to critically judge real-life management problems; (PILO7)

- to give positive contribution to the group (team) work (PILO5)
- to manage time efficiently (PILO3, PILO7)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Introduction requirements. What is Organizational Behaviour?

Tutorial: *How much do we already know?*

2. Diversity in Organizations, Attitudes and Job Satisfaction

Tutorial: *What about your attitudes?*

3. Personality and Values

Tutorial: *Who are we?*

4. Perception

Tutorial: *Are you sure?*

5. Learning

Tutorial: *How do people learn?*

6. Motivation; Concepts

Tutorial: *Are you driven to succeed?*

7. Autumn break

8. Communication

Tutorial: *Can you express what you want to say?*

Midterm examination via the computer!

(Topics: What is Organizational Behaviour? Diversity in Organizations, Attitudes, and Job Satisfaction, Personality and Values, Perception, Learning)

9. Foundations of Group Behaviour

Tutorial: *Are you a creative manager?*

10. Leadership Theories and Issues

Tutorial: *Are you a leader?*

11. Power and Politics

Tutorial: *Can you use power?*

12. Conflict and Negotiation

Tutorial: *Can you defend your interest?*

13. Stress management

Are you resilient?

14. Pre-examination Revision Week – no class, reading week

4. Learning and teaching strategy, methodology

Directed study will guide the students. Lectures are 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. Additional teaching strategies: simulation, text analysis, role play, guided discussions. Students eventually 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 quiz will check their knowledge every week.

5. Assessment

Formative assessment elements:

Weekly quizzes: 6 * 50 = 300 points 10%

Three homework essays: 3 * 100 = 300 points 10%

Class participation: 10 * 20 = 200 points 10% (50 % for showing up, 50% activity)

Summative assessment elements:

Individual Assessment 100			%	Group Assessment			%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
Midterm exam	20%	Mutiple choice		yes		1,2,3	
Final exam	50%	Essay		yes	yes	1,2,3, 6,7	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Robbins., S.P.: Organisational Behavior 14th edition or any later edition, either European or the U.S.

Course slides

- Recommended

Any OB book that was published after 2015.

7. Further information

International aspects embedded with the course
The textbook is American, the used case studies all come from British or American textbooks. Harvard simulation, international guest lecturers.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
There is a class on diversity, ethics, and sustainability.
Connections to the world of practice of the course
WOP guest lecturers organized every semester by the Faculty

INTERNATIONAL ECONOMICS

General data

Course code:	B19GMK12E
ECTS credits:	7
Type of the course:	Core course
Semester:	Spring, semester 4
Course restrictions:	Mircoeconomics and Macroeconomics modules are advised to be completed when registering to this module
Course leader (with availabilities):	Norbert Szabó, szabon@ktk.pte.hu +36 72 501 599/ 23382
Further lecturer(s) (with availabilities):	-

1. Description and 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 analyze 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.

2. Intended Learning Outcomes (ILOs)

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

1. develop critical understanding of the competing concepts of international trade and income distribution (PILO1)
2. critically evaluate the possible aims and tools of trade policy (PILO1)
3. explain possible effects of trade policies on income distribution and economic welfare (PILO1, PILO4,PILO8)
4. contrast the role of the foreign exchange market and the main factors in relation to exchange rate movements (PILO1, PILO4)
5. positively contribute to group (team) work in case studies related to international economics (PILO2, PILO5, PILO8)
6. effectively formulate their ideas verbally and to conduct effective small-scale research (library use, information elicitation and handling, etc.) (PILO2, PILO3, PILO4, PILO8)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Orientation and introduction. The topics of international economics. World trade and the gravity model.
2. Labour productivity and comparative advantage. Specific factors and income distribution.
3. Resources and trade. The standard trade model.
4. External Economies of scale, firms in the global economy.
5. Instruments of trade policy, the political economy of trade policy.
6. Trade policy in developing countries. Controversies in trade policy.
7. National income accounting and the balance of payments.
8. Exchange rates and the foreign exchange market.
9. Money, interest rates and the exchange rates.
10. Price levels and the exchange rate in the long run.
11. Output and exchange rates in the short run.
12. Fixed exchange rates and foreign exchange intervention.
13. International monetary systems, optimum currency areas.
14. Financial globalization and developing countries.

4. Learning and teaching strategy, methodology

Principal teaching methodologies:

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 follow the study material throughout the course. Active participation in class discussions and group works as well as completing weekly quizzes require them to come to classes prepared by pre-reading the relevant parts of the textbook for the sessions. In the beginning of each lecture a case study illuminates 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 lectures to those parts of the topic which are less clear for them. (LOs 1,4,8)

Group work in the seminars drive students to apply their knowledge to real or imaginary situations of international trade policies. Weekly sessions are closed with a short quiz in order to make sure that students indeed follow the study material. (LOs 2,3,4,5,8)

5. Assessment

Formative assessment elements:

Short quizzes are written at the beginning of every lecture making it sure that students read the respective materials and have a solid understanding of the basic concepts. 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,)

Summative assessment elements:

Summative assessment of the course is split into four parts and consists of quizzes, groupworks and two term papers.

At the end of each lecture complex multi-choice questions are raised to test whether paid attention, raised questions and understood the most important points of each topic. (LOs, 1,2,3,4).

In the seminars group works are held weekly. The objective of these is to drive students to apply their knowledge from the given topic in relation to a specific case/problem derived from real life examples on the one hand and develop their skills in model-based thinking through calculation exercises on the other. (LOs 3,4,5,8)

The mid-term exam 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 consist of essay-type questions which student have to answer by providing a short (5-10 sentences) comprehensive answers. 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, 8)

Individual Assessment			80%	Group Assessment		20%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs
Group work	20%	Groupwork/ written/ coursework	Case studies and small teamworks regarding collecting international economic data and application of theoretical knowledge	No	No	2,3,4,5,8
Quiz	20%	Individual/ written/ coursework	Quizzes test whether students read the respective materials and have a solid understanding of the basic concepts	No	No	1,2,3,4
Midterm exam	30%	Individual/ written/exam	Open-book exam Essay-type questions	One retake opportunity in	No	1,2,3,4,8

				the exam period		
Midterm exam	30%	Individual/ written/exam	Open-book exam Essay-type questions	One retake opportunity in the exam period	No	1,2,3,4,8

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Krugman, P.R., Obstfeld, M., Melitz, M.J. (2018): International Economics. Theory & Practice (ninth edition or later edition).

- Recommended

Selected short essays on actual topics, news reflecting actual developments in international trade and finance

7. Further information

International aspects embedded with the course
All the topics have international aspects.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
The issue of income distribution is explicitly articulated in the curriculum (see LO1 and LO3), the course intensively discusses the relationship between trade and income distribution, policy concerns and economic mechanisms related to it. Also, welfare and environmental issues are implicit in all topics.
Connections to the world of practice of the course
Not relevant to this course.

CORPORATE FINANCE

General data

Course code:	B19GM17E
ECTS credits:	7
Type of the course:	Core course
Semester:	Fall, Semester 3
Course restrictions:	-
Course leader (with availabilities):	Alexandra Posza, Dr. poszaa@tkk.pte.hu +36 72 501 599/ 23141
Further lecturer(s) (with availabilities):	

1. Description and aims

The module aims to provide students with deepened knowledge and skills to equip them for a career in finance. It also develops the student's competence in applying a range of financial analytical skills and valuation techniques, helps students understand the complexity of financial statements and enhances the development of the students' existing skills base, allowing for a cumulative learning experience.

2. Intended Learning Outcomes (ILOs)

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

1. Explain the development of financial theories (*PILO1*);
2. Analyse risks embedded in operating, investment and financial decisions (*PILO2*);
3. Evaluate the results of financial statement analysis, capital budgeting, and security valuation models (*PILO3*);
4. Assess the applicability and the limitations of financial models in practice(*PILO2*);
5. Deduct effective small-scale research (library use, information elicitation and handling, etc.) (*PILO4*);
6. Test and analyse financial models and theories on datasets (*PILO3*);
7. Assess metrics to cope with uncertainty in financial decision making(*PILO3*);

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following topics, and the related core learning material is displayed in the bracket:

1. Introduction to Finance (1)
2. Time Value of Money (1)
3. Risk and Return (1)
4. Bond Valuation (1)
5. Stock Valuation (1)
6. Cost of Capital (WACC) (1)
7. Capital Budgeting (1)
8. Financial Statement Analysis and Growth (2)
9. Working Capital Management (2)
10. Capital Structure and Leverage (2)
11. Dividend Policy (2)
12. Green and Sustainable Corporate Finance (SCF) (3)

5. Learning and teaching strategy, methodology

Principal teaching methodologies: lecture, in-class discussion, case study analysis, quizzes, step by step solution of exercises during the seminars, live business cases

There are key elements in this module, which use a range of different strategies to achieve the objectives: The teaching session enables students to understand theoretical and analytical material (CILO1, CILO2). The projects and case studies provide opportunities for students to practice skills (CILO3, CILO4) and apply knowledge developed during the session (CILO6, CILO7), deepening theoretical background and critical thinking (CILO5).

6. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practice exercises solved during the classes, review of the links between security valuation and capital budgeting (Project 1), feedback on model application errors (Project 2), feedback on research topic proposition (Project 3).

Summative assessment elements:

Individual Assessment			100%	Group Assessment			0%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
Project 1	20%	coursework	In-class task based on topics 4-7, written, individual work	one retake opportunity	No	2,3,4,6,7	
Project 2	20%	coursework	In-class task based on topics 8-11, written, individual work	one retake opportunity	No	2,3,4,6,7	
Project 3	10%	coursework	A literature survey based on topic 12 (minimum ten citations, use of academic databases), written, individual work	No	No	5	
Final exam	50%	exam	Final exam based on topic 1-11, length of exam: 1,5 hours	one retake opportunity	yes	1, 3, 6	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

7. Learning materials

Essential

1. BERK, J. - DEMARZO, P. - HARFORD, J. (2014), Fundamentals of Corporate Finance. Pearson. 3rd edition, global edition.
2. KUTI, M. (2016): Financial Analysis, e-book, University of Pécs, Faculty of Business and Economics.
3. SACHS, J. D. – Woo, W. T. – Yoshino, N. - Taghizadeh-Hesary, F. (2019): Handbook of Green Finance. Springer.

Recommended

1. Damodaran, A. (2011): Applied Corporate Finance. Wiley.
2. Brealey, R. A. – Myers, S. C. (2003): Principles of Corporate Finance. McGraw-Hill. 7th edition.
3. Thompson, S. (2021): Green and Sustainable Finance: Principles and Practice. Kogan Page. 1st edition.

8. Further information

International aspects embedded with the course
Theoretical models, Global edition book, international case studies and case examples during the class

Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course

One topic of the module is dedicated to sustainability (green and sustainable corporate finance), and the module's topics explicitly contain ethical and social aspects. One of the case studies focuses on impact investing. Theoretical models, ERS aspects of the topics international case study, international case examples during the class, Students create a literature survey about Green and Sustainable Finance (Project 3)

Connections to the world of practice of the course

Guest speakers demonstrate how companies manage business finance in practice; case studies; Students analyze companies' financial performance by using real data that are collected by the students from databases.

Human Resource Management

General data

Course code:	B18GMB03E
ECTS credits:	7
Type of the course:	Core course
Semester:	Second-year second semester Spring
Course restrictions:	<i>Organizational Behaviour module is advised to be completed before registering to this course.</i>
Course leader (with availabilities):	<i>Julianna Németh</i> <i>Room B220</i> <i>Email: nemethj@ktk.pte.hu</i>
Further lecturer(s) (with availabilities):	<i>Judit Potó</i> <i>Room B220</i> <i>E-mail: poto.judit@ktk.pte.hu</i>

1. Description and aims

Human Resource Management is a critical function of every organization.

It is also the most expensive; approximately 50% of the organization's operating budget is for paying people who work there. According to our textbook, HRM is to design management systems to ensure that human talent is used effectively and efficiently to accomplish organizational goals.

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 course takes a practical view; the core aim is to familiarize students with those HRM practices that can be used immediately when they start to work.

HRM is everybody's business, so no matter what specialization the student will take, HRM will be useful as a tool to become a successful manager.

2. Intended Learning Outcomes (ILOs)

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

1. Developing an understanding of the strengths and weaknesses of various techniques, concepts, and theories of Human Resource Management (HRM). (PILO1)

2. Understand and apply the main HRM functions and their role in business value creation. (PILO2)
3. Learn how to apply ethical practices to diversity and inclusion (PILO1, PILO8)
4. Acquire specific HRM-related skills and obtain capabilities to apply them in the reality of business life. (PILO3, PILO4, PILO5, PILO6)
5. Enhance existing analytical and critical thinking skills to problems solving. (PILO1, PILO2, PILO3)
6. Improve team–building and collaborative working skills in the international environment. (PILO5, PILO6, PILO7)

3. Content, schedule

1. Introduction, Requirements. What is HR?

- *Grouping, referencing. Tutorial.*

2. The Legal Environment – USA and Europe and Managing Diversity, Equal Employment

- *Was it legal and fair? Tutorial*

3. Workforce, Jobs, and Job Analysis

- *What are you doing in the workplace? Tutorial*

4. Individual/Organization Relations and Retention

- *Do you want to stay or leave? Tutorial*

5. Recruiting High-Quality Talent

- *Will you come and work for us? Tutorial*

6. Selecting Human Resources

- *Are you fit to work? Tutorial*

7. Training Human Resources

- *Why should we train at all? Tutorial*

8. **ELECTRONIC MIDTERM EXAM**

9. Performance Management and Appraisal

- *Are you good enough to work here? Tutorial*

10. **Total Rewards and Compensation**

- *How much will you pay them? Tutorial*

11. **Variable Pay and Executive Compensation, Managing Employee Benefits**

- *Is that leave legal? Tutorial*

12. **SPRING BREAK, NO CLASS!**

13. **Strategic HR Management and Planning**

- Q and A about the exam

14. **READING WEEK! NO CLASS!**

4. Learning and teaching strategy, methodology

We expect students to participate actively in classes. A seminar-like discussion highlights and explains concepts in the first part of the class. In the second part, students get practical exercises case studies to analyze and apply the concepts they heard before.

Students have to form teams in the first tutorial, and they will be assigned a company. Every week a study team prepares a presentation about the company based on the previous week's lecture. The presentation will be peer and lecturer evaluated. The other teams have to prepare a one-page summary of that particular topic in their company.

5. Assessment

Formative assessment:

Class participation:

- Presentations: 100 points 10%
- Summaries: 10*10 points = 100 points 10%
- Tutorials participation: 10 * 10 (5 for showing up + 5 for adding value) points = 100 points 10%

Summative assessment:

Name of the element	Weight of the element in the assessment structure	Type of the element (coursework/exam)	Details of the element	Retake opportunities	Required to pass the course irrespective of the performance in other assessment	Related CILO
			<ul style="list-style-type: none"> • In the case of exam: the type of the exam (midterm 			

			exam, final exam, etc.), length of the exam <ul style="list-style-type: none"> • in the case of coursework: the type of coursework (e.g., Individual vs. group work, assignment, presentation, etc.) 		elements (yes/no)	
Midterm exam	20%	Exam	Midterm exam (multiple choice and essay)	One	Yes	1,2,3,5
Final exam	50%	Exam	Final exam (all essay)	One	Yes	All

6. Learning materials

[Mathis](#), R.L., Jackson, J.H., [Sean R. Valentine](#) S.R., Meglich, P. (2017): Human Resource Management 15th Edition

Recommended: Rees, G., Smith, P.E. (editors)(2021): Strategic Human Resource Management An International Perspective 3rd edition SAGE

7. Further information

International aspects embedded with the course
All textbooks and material are either American or British. The used cases and exercises deal with international companies.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
The second class about law explicitly discusses equal employment opportunity, diversity, and inclusion strategies at the workplace. There is a dedicated tutorial about this topic. All HRM topics include EEO concepts.
Connections to the world of practice of the course

Every year the students have to form groups and these groups are assigned to a large international or multinational company. The students have to do research about HRM practices in the framework of these companies and they have to show how these companies' practices reflect textbook theories.

INTERNATIONAL BUSINESS COMMUNICATON

General data

Course code:	B19GMK13E
ECTS credits:	7
Type of the course:	Core module
Semester:	Fall, Semester 5
Course restrictions:	-
Course leader (with availabilities):	<i>Edit Gyarmatiné Bányai, PhD</i> <i>banyai.edit@ktk.pte.hu</i> <i>+36 72 501 599/63373</i>
Further lecturer(s) (with availabilities):	<i>Péter Merza, Dr.</i> <i>merza.peter@ktk.pte.hu</i> <i>+36 72 501 599/ 23114</i>

1. Description and aims

This module aims:

- to improve knowledge about the nature business communication in an intercultural environment
- 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.

2. Intended Learning Outcomes (ILOs)

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

1. understand the importance and classify the main elements of cross-cultural business communication, international negotiations and business ethics (*PILO1*),

2. 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 *(PILO2)*,
3. compare and contrast cultural differences and similarities in global business processes *(PILO1, PILO2)*,
4. understand why people from other cultures in certain situations behave in a different way, how culture impacts communication, and how intercultural communication works *(PILO1, PILO2)*,
5. demonstrate high level of verbal, nonverbal and written communications skills *(PILO5, PILO6, PILO7, PILO8)*
6. understanding of the importance of coping with and managing cultural differences in a way that they become an opportunity *(PILO3, PILO4)*,
7. skills of making appropriate preparations for managing intercultural business situations, especially business negotiations with counterparts from other cultures *(PILO5, PILO6, PILO7, PILO8)*,
8. ability to 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 *(PILO5, PILO6)*.

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Introduction. Course description: Course Contents and Learning Objectives etc. Professional Communication in Today's Digital, Social, Mobile World
2. Communicating in the world of diversity
3. Contrasting Cultural Values, Cultural Shock
4. Oral Communication Patterns in an intercultural environment
5. Nonverbal Communication Patterns in an intercultural environment
6. Collaboration, Interpersonal Communication, and Business Etiquette
7. Written Communication Patterns
8. Crafting messages for digital channels
9. Writing reports. Developing and Delivering Business Presentations

10. Intercultural Negotiation Process and Components

11. Fundamental Skills for the Mobile-Digital-Social Workplace. Future trends. Communication and sustainability (The way of sustainable communication)

12. Student presentations (peer evaluation, giving feedback)

4. Learning and teaching strategy, methodology

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.

5. Assessment

Formative assessment elements:

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.

Each exercise consists of an activity designed to get students thinking about, practicing, and discussing communication skills.

Summative assessment elements:

Individual Assessment			50 %	Group Assessment			50 %
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs	
Written Assessment	20%	written assignments (partly individual – partly group work)	writing letters and reports			5, 9	
Presentation	20%	Oral group work	Every group has to choose a presentation topic and present it at the end of the semester.	date of presentation cannot rescheduled, but students have one possible retake opportunity, but they after the date they can earn half points for presentation		5,6,7,8	
Class room activity	20%	oral assignments	Short individual and group exercises during the classes			5,6,7,8	

Final exam	40%	exam	A written exam based on chapters 1-12	one retake opportunity	yes	1,2,3,4,5

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Bovee – Thill (2019): Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, 8th Edition, Pearson, ISBN-13: 9780134729572

Presentations of lectures

7. Further information

International aspects embedded with the course
As the course focuses on international business communication, international aspects are core elements of the lectures. We use international case examples during classes.
We plan to have guest lectures from international faculty or from a professional field.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
We have special topics during the semester which connect to business ethic, social customs and sustainability (sustainable communication). We also use case examples during classes to demonstrate these topics.
Connections to the world of practice of the course
We use the following methods to ensure connection to the world of practice:
Talks from practioners during class
Use of own practitioner focused research
Use of own consulting / work experience

Business Case Studies

General data

Course code:	B19GMK14E
ECTS credits:	7
Type of the course:	Core course
Semester:	Fall
Course restrictions:	<i>none</i>
Course leader (with availabilities):	Márta Somogyvári somogyvari.marta@ktk.pte.hu Phone: +36 72 501 599/ 63384 Office: B 120
Further lecturer(s) (with availabilities):	Atanazovné Hartung Katalin. hartung.katalin@ktk.pte.hu +36 72 501 599/ 23145 Office: B 120

1. Description and aims

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.

This module also assists students in developing professional and entrepreneurial skills such as creativity, analysis of ill-structured problems, logical reasoning, problem-solving teamwork.

2. Intended Learning Outcomes (ILOs)

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

1. critically interrogate and assess the external and internal factors influencing the company (PILO1)
2. Identify the main internal drivers of a business decision (PILO4)
3. link the real facets of a situation to a business model and to a type of strategy (PILO2)
4. explore a new business environment (PILO3)
5. assess possible future outcomes and risks (PILO8)
6. elaborate alternative business solutions to a given problem (PILO6),
7. work in multinational teams (PILO5).

3. Content, schedule

1. Introduction
2. Strategy process
3. External Environment
 1. Five Forces Model
 2. Internal Environment
 3. Business Level Strategy
 4. Corporate Level Strategy
5. Reading week
6. Strategy Control
7. Innovation
8. Quality, Service Development
9. Market Development
10. Rivalry

11. Learning and teaching strategy, methodology

This module is delivered via classroom sessions. The first part of the classroom 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.

In the second part of the classroom sessions 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.

12. Assessment

Formative assessment elements:

Students have to fill collaborative worksheets about cases, problems, strategic issues, they get an instant feedback in the class.

Summative assessment elements:

Individual Assessment	60%	Group Assessment	40%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Coursework	40%	groupwork	written and oral assignments	no	yes	1,2,3,4,5,6,7,8
Final exam	60%	exam	Case study	yes	yes	1,4,6,8

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

13. Learning materials

Core learning Material:

Fred R. David, Francis Forest R. David: Strategic Management: A Competitive Advantage Approach, Concepts and Cases, Global Edition, 16/E. 2017 Pearson

W. Chan Kim, Rénee Mauborgne: Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant HBSP.2015

Michael A. Hitt (Author), R. Duane Ireland (Author), Robert E. Hoskisson: Strategic Management: Concepts: Competitiveness and Globalization 11th Edition. ISBN-13: 978-1285425184

14. Further information

International aspects embedded with the course
International teams work together, they have to interview an SME in a country of one member and assess the strategy of this company. Students have the possibility to assess a strategic failure of a company in their country.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Some of the cases includes issues in connection with sustainability (e.g. Borden diary case, Cola Wars, Barilla). In the classes we speak about the ethical and sustainability connections of current strategic issues in the business world.
Connections to the world of practice of the course
Students visit real companies (e.g. car dealerships, stores, retail chains) in Pécs and they solve problems based on their experiences. We discuss some case studies (Harvard Business case studies, and case studies about current issues) as well.

Year 3

INTERNATIONAL BUSINESS

General data

Course code:	B19GMB04E
ECTS credits:	7
Type of the course:	core course
Semester:	Fall, Semester 5
Course restrictions:	-
Course leader (with availabilities):	Viktória Gerdesics Dr. gerdesicsv@ktk.pte.hu , +36 72 501-599/ 23343
Further lecturer(s) (with availabilities):	-

1. Description and aims

The module aims to introduce students to international business. The factors influencing the firm's decision as to the degree of internationalisation and the methods adopted are considered, as is the institutional framework within which international business must operate. External challenges to the international company are examined, such as those in the economic, political, cultural, ethical and legal fields or concerning ethics, responsible and sustainable business. Possible internal solutions to these challenges are considered, including strategic, human relations, marketing 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 studies and applied materials, including the newest research results. Students should gain an appreciation for the complexity of the international environment facing businesses in the 21st century.

2. Intended Learning Outcomes (ILOs)

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

1. Explain the key theoretical concepts in international business and, in particular, the distinctive characteristics of managerial processes within the international business environment (*PILO1, PILO2*);
2. Analyse how companies enter foreign markets and how they manage foreign operations in volatile environments (*PILO3*);
3. Assess issues in international trade, including the role of trading blocs such as the EU, and their effect on company strategy (*PILO1, PILO3*);

4. Assess the impact of cultural differences and cross-cultural communication on global marketing and research and identify appropriate opportunities in given situations (*PILO3, PILO4*).
5. Evaluate foreign investment decisions of international businesses in terms of aims, structure and options (*PILO3*);
6. Work in teams to apply theory to practical problems (*PILO5, PILO6, PILO7, PILO8*) and to possibly model an international company's business environment.

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Introduction – Globalisation
2. Cross-cultural business
3. Political economy and ethics
4. Economic development of nations
5. International trade: theory and politics
6. International trade: investment and finance
7. Regional economic integration
8. International strategy and organization
9. Analysing international opportunities
10. Selecting and managing entry modes
11. Developing and marketing products
12. Managing international operations
13. Hiring and managing people
14. Ethics and social responsibility in sustainable international business

4. Learning and teaching strategy, methodology

Principal teaching methodologies: lecture and seminar, including continuous interactive discurs, in-class discussions, quick studies, example-searching and case-study-analysis, elaborated in teamwork

The module will be delivered through a continuous combination of lecture and seminar-type work (CILO1-5) in form of an interactive lecture and topic-specialised seminar both with continuous in-class

discussion, quick studies, example-searching and case-study-analysis. The seminar-type work of the course provides the platform for the coursework, students working in groups, due to which they can model an international company's environment (CILO6) – thus this course uses the method of teamwork for special purposes. On the other hand, 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 (CILO6) – necessarily using online sources for the work. Consultative sessions prior to and following delivery of the group assessment (appropriate and continuous feedback) will also feature the teaching programme.

5. Assessment

Formative assessment elements:

Continuous feedback on coursework (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 (also showing the lecturer the problematic areas). 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.

Summative assessment elements:

Individual Assessment			60%	Group Assessment			40%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
Exam	60%	exam (individual, written)	Final exam will consist of shorter- and longer-type essay questions (40%), and true-false, multiple choice questions (20%) covering the learning materials. It can be resat during the exam period.	One retake opportunity.	yes	CILO1-5	
Coursework	40%	coursework (groupwork, oral and/or written)	Each student should participate in continuous coursework. During the classes several tasks will be published by the lecturer 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 (presentation, essay or draft). The coursework aims to help the practical application of the theoretical knowledge, and to model the type of work in an international company.	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.	yes	CILO2-6	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Wild, J. J., Wild, K. L. (2019): International Business: The Challenges of Globalization, 9th edition, Pearson

- Recommended

Cavusgil, S.T., Knight, G., Riesenberger, J. R. (2020): International Business: The New Realities, 5th edition, Pearson

Collinson. S., Narula, R., Rugman, A. M. (2020): *International Business* 8th edition, Pearson

Browaews, M-J. (2019): Understanding Cross-Cultural Management, 4th edition, Pearson

Gerdesics, V., Putzer, P., Orosdy, B. (2016): The Croatian country image in Hungary: how tourism-related SMEs should exploit potentials lying in the neighbourhood. n: Mašek, Tonković Anka (eds.) 5th International Scientific Symposium "Economy of Eastern Croatia - Vision and Growth"

Osijek, Horvátország : Ekonomski fakultet u Osijeku (2016) pp. 616-623. , 8 p.

Gerdesics, V. (2013): Welcome to the European Union - Croatian Country Image in Hungary. In: Bacher, U; Barkovic, D; Dernoscheg, KH; Lamza, Maronic M; Matic, B; Pap, N; Runzheimer, B (eds.) International Conference Interdisciplinary Management Research IX Osijek, Horvátország : Josip Juraj Strossmayer University of Osijek, Faculty of Economics (2013) pp. 357-367. , 11 p.

7. Further information

International aspects embedded with the course
Due to the nature of the course, international aspects are all the topics, using: <ul style="list-style-type: none"> • theoretical models • case studies and case examples with international aspects, on international issues and international companies • guests lectures from international faculty and/or professionals with international experience
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Dedicated topics and lectures highlight the ethics, responsible and sustainable business in international terms via <ul style="list-style-type: none"> • theory • case studies and case examples

- a systematic overview as the summary of the course's learning material with ERS aspects

Connections to the world of practice of the course

As the course highly concentrates on the connection of theory and practice, practical concerns are continuously embedded in the learning material not only by

- case studies and case examples coming from real companies

but also with

- participation of practitioners having international business experience on classes.

Banking & Finance

General data

Course code:	B19GMK15E
ECTS credits:	7
Type of the course:	Core Course
Semester:	Spring, 6
Course restrictions:	-
Course leader (with availabilities):	Zoltán Gál, PhD galz@ktk.pte.hu +36 72 501 599/ 23267
Further lecturer(s) (with availabilities):	Klaudia Rádóczy radoczy.klaudia@ktk.pte.hu

1. Description and aims

This module aims to examine the role of money in the economy and demonstrate how the workings of financial markets affect your everyday life. It also examines how financial institutions such as banks, investment and insurance companies work, foreign exchange and capital markets operate. Heavy emphasis is put on the international perspective of financial markets that determine the performance and opportunities of companies in the globalized economy. This module discusses some of the contemporary issues facing banking activities and presents the trends in financial digitalization, its impact on banking intermediation, payment systems, and regulatory challenges and central bank responses to financial digitization. The course is concerned with institutions and regulatory environment of financial markets, that govern the financial sector. The course will help students recognize the importance of financial markets in the economy and understand how changes in financial intermediation, regulation and financial innovation affect finance, banking and the economy.

2 Course Intended Learning Outcomes (CILOs)

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

1. Understand the main theoretical and conceptual knowledge to identify the main foundation of the financial system in global contexts and able to critically analyse the practical significance of financial theories, *(PILO1)*,
2. Compare the impact of the different financial systems and recognize the importance of financial markets in the economy *(PILO1)*,

3. Understand how financial intermediation and financial innovation affect banking and the economy, *(PILO1)*,
4. Describe the factors that affect the money market and the equilibrium interest rate and understand the operation of stock market *(PILO4)*,
5. Understand the main activities of bank management, identify risks, cope with uncertainties and able to analyse bank balance sheet, *(PILO2, PILO3, PILO4)*,
6. Recognize the key features of the banking system and Identify the key structural and regulatory changes in the commercial banking industry and understand the the role of the central bank within the regulatory system, *(PILO2, PILO4)*,
7. Assess the innovative nature of new business models that determine the digital transformation of banks, to analyze risk and to plan and manage project activities in teams *(PILO1, PILO5)*,
8. Explain the main drivers of financial globalization, the development of international financial markets and International Financial Centres, *(PILO1)*,
9. Identify the key features and the types financial crisis, *(PILO1)*,
10. Develop their arguments and debate with peers and able to work and positively contributing to team working. *(PILO5, PILO6)*,

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).

3. Content, schedule

The discussion of topics is divided into the following eleven chapters:

1. An Overview of the Financial System
(02.01)
2. What Is Money? **(02.08)**
3. Understanding interest rates **(02.15)**
4. The Stock Market and related theories
Economic Analysis of Financial Structure and
risk management **(03.01)**

Guest Lecture: József Szalay

6. Money supply and Bank Management
(03.08)

7. Development & structure of banking industry (Commercial & investment banking) **(03.22)**

MIDTERM 03.24. 17:30

8. Financial Regulations and central banking **(03.29)**
9. International Financial System and Exchange Rate regimes **(04.05)**
10. International financial markets (FX, debt) and international capital flows and IFCs **(04.12)**
11. Financial innovations and Digitalization of banking (FinTech challenges) and ESG finance **(04.26)**

Guest Lecture – József Czímer

12. Financial crisis **(05.03)**

4. Learning and teaching strategy, methodology

Principal teaching methodologies:

In this course both, theoretical and practical connotations requires a lectures on the concepts and principles while analysing of its practical implications. This module is delivered via a combination of lectures and some analytical and practical exercises. Student presentations focus on case study analysis following in-class discussion. The weekly classes in the case of chapters with practical business relevance are divided into two parts: the first part is a lecture, which is deployed to introduce the theoretical background, main concepts and issues related to the given topic, while the second part is used to discuss practical issues in the forms of analysing financial data, solving management issues or working on case studies (including literature search and pre-reading of book chapter) in teams to elaborate business problems and discuss the current issues of the financial industry. Students' reflections on the recommended reading material and their contributions to the discussion are considered important elements of the learning process.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of analytical exercises solved during the classes and team works or assigned short reaction papers at the end of certain chapters.

Summative assessment scheme

Individual Assessment		85%		Group Assessment		15%	
		(70%+15%)					
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
Midterm exam	25%	exam/written	A written exam based on selected chapters 1-6,	one retake opportunity	yes	1,2, 4, 5, 6,	
Final exam	45%	exam/written	A complex written exam based on all chapters	one retake opportunity	yes	1,2,3,4, 5,6,7, 8,9,10,	
Case studies/team works	15%	case studies/ group (oral, written)	Case study presentations (team works), reaction papers	no	no	7,8,9,10,	
Analytical/practical exercises	15%	analytical tasks/ individual (written)	Numerical exercises	no	no	4,5,6,7	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

To pass the module, the student must achieve more than 50% of the points attainable in *each assessment element*.

6. Learning materials

Essential:

Mishkin, F.C.: The Economics of Money, Banking and Financial Markets, Addison-Wesley 2019. 12th edition, ISBN-13: 9780133836790

Recommended:

Lawrence J. Gitman: Principles of Managerial Finance, Addison - Wesley 10th Edition

Banks in the changing world of financial intermediation MC Kinsey report (2018)

<https://www.mckinsey.com/industries/financial-services/our-insights/banks-in-the-changing-world-of-financial-intermediation>

Arner D. et. al. (2015). *The evolution of fintech: a new post-crisis paradigm*. Research Paper No. 2016-62. The University of New South Wales (UNSW) and the University of Hong Kong, UNSW Law.

<https://hub.hku.hk/bitstream/10722/221450/1/Content.pdf>

7. Further information

International aspects embedded with the course
Theoretical models

Case examples, case studies during class
Guest lectures from international faculty
Talks from practitioners on ERS and how it relates to course
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Theoretical models
Case examples, case studies during class
Guest lectures from international faculty
Talks from practitioners on ERS and how it relates to course
Connections to the world of practice of the course
Traditional case studies
Talks from practitioners during class
Use of practitioner focused research

OPERATIONS MANAGEMENT

General data

Course code:	B19GMB06E
ECTS credits:	7
Type of the course:	core course
Semester:	Spring, Semester 6
Course restrictions:	Quantitative Methods course is recommended to be met before taking this module.
Course leader (with availabilities):	Zsuzsanna Hauck, Dr. hauckzs@ktk.pte.hu +36 72 501 599/ 63153
Further lecturer(s) (with availabilities):	Dóra Longauer, Dr. Longauer.dora@ktk.pte.hu +36 72 501 599/ 23142

1. Description and aims

The source of success at the majority of top companies worldwide is inevitably based on outstanding products/services 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.

2. Course Intended Learning Outcomes (CILOs)

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

1. Use the main principles and key expressions of operations management (*PILO1*),
2. Analyse the role of operations in the value creation process and have the knowledge to recognise different operations systems required to help achieve company aims (*PILO1*),
3. Compare different methods and implement learnt material to business problems (*PILO2, PILO3*),
4. Demonstrate accuracy in quantitative methods to support decisions (*PILO3, PILO4*)
5. Show skills in designing and controlling operations systems, making long, medium, and short-term decisions (*PILO3, PILO4*),

6. Demonstrate awareness of economic, social and environmental aspects in the decision making process and provide with sustainable and resilient solutions. (PILO08)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following chapters:

1. Using operations to compete.
2. Developing missions and strategies.
3. Major process decisions.
4. Capacity planning.
5. Facility location.
6. Facility layout.
7. Aggregate planning.
8. Material requirement planning.
9. Managing inventory.
10. Supply chain management.
11. Toyota Production System.
12. Lean service systems.
13. Sustainability issues and solutions in production, inventory and supply chain management.

4. Learning and teaching strategy, methodology

This module will be taught through weekly lectures and interactive seminars directly followed by each other. Lectures will introduce students to various theories associated with Operations Management. The shortened version of these will be available in on-line tutorials. During the interactive seminars, students will receive case studies (if time permits: simulations) and calculation exercises related to the weekly topic. They will have to come up with suggestions using the theory from the lectures that far. Thus, continuous learning is required. Lecture slides and other materials will be available on Moodle. At the end of the semester, a live business case will be solved by students with the assistance of an internationally operating but local company.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of case studies and practical exercises solved during the classes.

Summative assessment elements:

Individual Assessment	85 %	Group Assessment	15 %
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Coursework exercises	15%	course-work, group, written	Case studies during the seminars.	none	no	1,3,5,6
Midterm exam	15%	written exam, individual	A written exam based on topics 1-6 with theoretical questions, calculations and a case study.	none	no	1,2,4,5,6
Final exam	70%	written exam, individual	A written exam based on all chapters. Same structure as the midterm but more question in all three types of exercises.	one retake opportunity	yes	1,2,4,5,6
Extra points in class	max. +5%	individual course-work, oral	Extra points during classes for excellent solutions or comments.	none	no	1,2,3,4,5,6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

HEIZER, J. - RENDER, B. M. - MUNSON, C.: Operations Management: Sustainability and Supply Chain Management, Pearson, 13th, Global Edition 2020

HAUCK, ZS. – KISS, V.: Operations Management, collection of exercises 2020, ISBN: 9789636424558 (available in Moodle)

- Cases:

Chad's Creative Concepts- *Krajewski & Ritzmann & Malhotra (2016); Operations Management, Pearson*

Imaginative Toys- *Krajewski & Ritzmann & Malhotra (2016); Operations Management, Pearson*

Bruegger's Bagel Bakery- *Krajewski & Ritzmann & Malhotra (2016); Operations Management, Pearson*

Lafarge- real life case from Lafarge Cement Hungary Ltd.

Further Up-to-date case studies provided weekly in class

- Recommended

OM blog providing case studies for the book: <https://heizerrenderom.wpcomstaging.com/>

KRAJEWSKI, L.J. – MALHOTRA, M.K. – RITZMAN, L.P.: Operations Management: Processes and Supply Chains, 12th Global Edition, Pearson 2019

CHOPRA, S.: Supply Chain Management: Strategy, Planning, and Operation, 7th Global Edition, Pearson 2019

7. Further information

<p>International aspects embedded with the course</p> <ul style="list-style-type: none"> • Global Edition book • international case studies • guest lecture by professionals with international experience (the companies are local but are operating in international environment, raising issues regarding international supply chains that they are members of)
<p>Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course</p> <p>All topics include ERS-related discussion, e.g.</p> <ul style="list-style-type: none"> • responsibility of providing the healthcare industry with good quality items • considering CO2 emission when deciding on locations • optimising the operation of supply chains • environmental impact of overproduction • recycling strategy
<p>Connections to the world of practice of the course</p> <p>One or two guest lecturers per semester as time allows, past examples include:</p> <ul style="list-style-type: none"> • Network optimisation platform in the cement industry: the case of Lafarge company • Competitive priorities and process strategy at Körber • Agile operations at IT Solutions Hungary

THESIS-RESEARCH METHODOLOGY

General data

Course code:	B19GMD01E
ECTS credits:	3
Type of the course:	core course
Semester:	Fall, Semester 5
Course restrictions:	It is advised to have The Art of Writing and Presenting module completed when registering to the course.
Course leader (with availabilities):	Kármén Kovács, Dr. Habil. kovacs.karmen@tkk.pte.hu +36 72 501 599/23186
Further lecturer(s) (with availabilities):	-

1. Description and aims

Module aims

- to introduce research methodologies appropriate for the level,
- to introduce the general and (type&topic-related) special requirements of a thesis,
- to support students to choose a thesis topic, form the structure of the thesis and provide an overview of the most typical characteristics of thesis chapters,
- to provide an overview of and practice the literature/empirical qualitative/quantitative methods,
- to help students gain competence in the thesis-writing process.

2. Intended Learning Outcomes (ILOs)

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

1. select and apply a thesis research methodology (PILO4),
2. apply a level-appropriate knowledge of thesis requirements (PILO3),
3. apply the theory to the practice of academic literature review and use justifiable qualitative/quantitative techniques of research (PILO4),
4. choose a thesis topic and to form an appropriate structure for the thesis (PILO6),
5. apply literature/empirical qualitative/quantitative methods (PILO5).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following chapters:

1. The general content and requirements of a thesis.
2. Clarifying the research topic and formulating the research design.
3. Types and structure of thesis.
4. Literature overview: searching and summarizing academic sources.
5. Literature review: criticising, synthesising and presenting academic arguments.
6. Empirical research: the use of common quantitative methods of research.
7. Questionnaire design.
8. Empirical research: the use of common qualitative methods of research.
9. Planning qualitative research.
10. Meeting the assessment criteria.
11. Most common mistakes in thesis.

4. Learning and teaching strategy, methodology

Principal teaching methodologies: lecture, document analysis, seminars, research planning, one-to-one discussion

This module will be delivered via a combination of lectures, document analysis, empirical research design and writing a part of the thesis. Lectures are provided to establish the framework of thesis research methodology (CILOs 1, 3, 4 and 5). Professional guides and samples are applied for practice to develop CILOs 2, 3, 4 and 5. They are used during empirical research planning and for written assignment. Feedback on empirical research design and home assignment will be given through e-learning solution (Moodle) and one-to-one consultations.

5. Assessment

Formative assessment elements: Feedback from lecturers on in-class activities and work-in-progress theses.

Summative assessment elements:

Individual Assessment			80%	Group Assessment			20%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs	
Survey planning and questionnaire design	10%	group written coursework	Students will be required to create groups and as a group to plan a survey to a business problem.	No	No	5	
Qualitative research planning	10%	group written coursework	Students will be required to create groups and as a group to plan a qualitative research to a business problem.	No	No	5	
Midterm exam	40%	exam	A closed book written exam based on topics 1-9.	One retake opportunity	Yes	1,2	
Research paper	40%	individual written coursework	In the first part of the paper, the research methods have to be described. The second part is a literature review.	One retake opportunity	Yes	1,2,3,4,5	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Fisher, C., Buglear, J., Lowry, D., Mutch, A. and Tansley, C. (2007), *Researching and Writing a Dissertation: A Guidebook for Business Students*. 2nd ed. Harlow, Financial Times Prentice Hall.

Zikmund, W. G., Babin, B. J., Carr, J. C. and Griffin, M. (2010), *Business Research Methods*. 8. ed. [Mason], South-Western Cengage Learning.

- Recommended

Brown, R. B. (2006), *Doing Your Dissertation in Business and Management: The Reality of Researching and Writing*. London, Sage Publications.

Hart, C. (2008), *Doing a Literature Review: Releasing the Social Science Research Imagination*. London [etc.], Sage Publications.

Machi, L. A. and McEvoy, B. T. (2009), *The Literature Review: Six Steps to Success*. Thousand Oaks, Corwin Press.

McMillan, K. and Weyers, J. (2014), *How to Complete a Successful Research Project*. Harlow, Pearson.

Neville, C. (2010), *The Complete Guide to Referencing and Avoiding Plagiarism*. 2nd ed. Maidenhead, Open University Press.

Quinlan, C. (2011), *Business Research Methods*. Andover, South-Western Cengage Learning.

Saunders, M., Lewis, P. and Thornhill, A. (2007), *Research Methods for Business Students*. 4th ed. Harlow; New York, Financial Times - Prentice

7. Further information

International aspects embedded with the course
Using online international e-journal and e-book databases
Reviewing international literature
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Ethical research
Avoiding plagiarism, applying correct citation and referencing
Connections to the world of practice of the course
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THESIS-CONSULTATION

General data

Course code:	B19GMD02E
ECTS credits:	7
Type of the course:	core course
Semester:	Spring, Semester 6
Course restrictions:	-
Course leader (with availabilities):	Katalin Erdős erdosk@ktk.pte.hu +36 72 501 599/ 63134
Further lecturer(s) (with availabilities):	Thesis supervisors

1. Description and aims

This module is designed to keep track of the consultations between the graduating students and their thesis supervisors. At the same time, it develops students' research skills and their ability to evaluate research and use its outcomes in managerial decision-making. It also develops academic skills that act as a bridge to more advanced study at the postgraduate level. The importance of ethical research is highlighted, and its implementation is supported by the thesis supervisor.

2. Intended Learning Outcomes (ILOs)

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

1. design a research project and evaluate different data gathering techniques (PILO1,3);
2. survey and use existing literature to develop appropriate research objectives and research framework (PILO4);
3. analyse and interpret the data using appropriate analytical techniques to derive conclusions, and demonstrate an understanding of limitations of the research (PILO3);
4. construct a small-scale research project (PILO1,7);
5. survey and evaluate academic and/or practitioner literature to conduct a literature review (PILO4);
6. use quantitative and/or qualitative data analysis techniques (PILO3);
7. prepare a coherent, logical, and correctly referenced piece of work (PILO6).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The consultations should touch the following topics:

1. Examination of the issues involved in carrying out the research project, including roles and responsibilities of the supervisor and the supervisee
2. Critical evaluation of qualitative and quantitative approaches to research
3. Quantitative data collection methods and analysis, with a primary focus on questionnaires
4. Qualitative data collections methods and analysis, focusing on different types of interviews
5. Writing up research, developing clear aims and objectives, reporting the relevant literature, and developing a competent structure and writing style

4. Learning and teaching strategy, methodology

Principal teaching methodologies: consultations

This module relies heavily on self-study under supervision. Students will be required to attend supervisory consultations and communicate with their supervisors for feedback. Students will make extensive use of the library and online resources to complete the different stages of the assessment. In total, three consultations are minimally required.

5. Assessment

Formative assessment elements: Feedback on the research topic, the research plan and process will be provided by the thesis supervisors. Students should contact their allocated supervisor by the first week of the study period in which the thesis is to be submitted.

Students are required to consult with their supervisor on the introduction and the literature review six weeks before the thesis submission deadline (CILOs 1, 2, 4 and 5)

Students are required to consult with their supervisor the empirical analysis or the detailed theoretical elaboration (if there is no primary research done), including methodology two weeks before the thesis submission deadline (CILOs 3, 6)

Students are required to consult with their supervisor the conclusions five working days before the thesis submission deadline (CILOs 4 and 7)

Summative assessment elements:

Individual Assessment	100%	Group Assessment	0%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs
Consultation activity	100%	coursework	Grade given by the thesis supervisor based on the interactions throughout the semester. Should the student miss to consult by his/her supervisor in due time (see formative assessment above), the supervisor has the right to deny the acceptance of consultation, the student fails Thesis – Consultation module and consequently cannot submit the thesis in the given semester.	no	yes	1,2,3, 4,5,6,7

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Umberto ECO (2015): *How to Write a Thesis?* The MIT Press, Cambridge, MA; London, England

- Recommended

Requirements for the thesis are available at <https://ktk.pte.hu/en/students/studies/bachelor-programmes/thesis>.

7. Further information

International aspects embedded with the course
Depends on the topic of the thesis.

Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Ethical research is an essential requirement. Every thesis work will be checked with the support of anti-plagiarism software to avoid unethical scientific behaviour.
Further ERS aspects depend on the topic of the thesis.
Connections to the world of practice of the course
Depends on the topic of the thesis.

Business electives

ADVERTISING AND SALES PROMOTION

General data

Course code:	B19GMB12E
ECTS credits:	7
Type of the course:	business elective
Semester:	Spring, Semester 6
Course restrictions:	<i>Introduction to Marketing (recommended, not compulsory)</i>
Course leader (with availabilities):	Ákos Nagy, Dr. nagy.akos@ktk.pte.hu +36 72 501 599/ 63133
Further lecturer(s) (with availabilities):	

1. Description and aims

This module aims

- **to develop an overall perspective of advertising**

This course is designed to help you develop an overall perspective of advertising as a communication process and the relationship of advertising to the marketing process. Specifically, you should gain knowledge in the resources and tools that are available to advertisers and how these are used to make strategic advertising decisions. You should also gain an awareness of the role of advertising within society and the marketplace in general and the relationship between advertising and the individual consumer in particular.

- **to make valuable decisions when facing marketing communication planning tasks and problems in a real life business environment**

On the long term the course is designed to help students develop their professional attitude and experiential ground for deciding whether a particular communication idea, a proposed advertisement or media is good or not in terms of the company's current situation, goals and brand communication policies.

The course is divided into five broad, but overlapping and interactive areas. The first deals with advertising and its role in our society and the marketplace, with particular emphasis on its relationship with the consumer. Second, we will examine the components of the advertising process including research, market analysis, product investigation, marketing strategies, consumer behaviour, and the communication process. Third, the function of media as carriers of advertising messages will be examined including gaining an understanding of media characteristics, audience characteristics, and the determination of media effectiveness. Fourth, the creation and production of advertising for the

various media, the creative process, creative strategy, and campaign planning will be discussed. Fifth, the role of advertising and other marketing communication elements working together in the marketplace to assist brands to grow.

Although it is useful while studying advertising to divide it into these areas, it is also important at the outset of this course that you recognize the interrelationship of these areas and the dependency of one upon the others.

2. Intended Learning Outcomes (ILOs)

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

1. appraise the different (for profit – non-profit) areas of advertising (*PILO1 and PILO8*)
2. evaluate how media types, campaign planning, and organizing activities will impact on a successful advertising campaign
3. create effective integrated marketing communication campaigns for a brand (*PILO3*)
4. elaborate on own ideas, propose adequate advertising concepts and techniques (*PILO5 and PILO 6*)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the followings in the following order:

1. Orientation - The Concept of Advertising, Social, ethical and environmental issues in advertising, Brand advertising, advertising background, Integrated Marketing Communications
2. Planning and strategy I-II (*IKEA: Global Communication Strategy, Multimedia Case*)
3. *Guest Lecture from an Advertising Agency practitioner and Case Study analysis (Ariel's #ShareTheLoad: Integrated Marketing Communication Campaign)*
4. Creative side of advertising I –II
5. Media planning
6. *Midterm exam*
7. Print media, broadcast media
8. Interactive online media I-II.
9. Promotions, retail, B to B and international advertising

10. Direct response marketing
11. Public relations
12. Coursework presentations

4. Learning and teaching strategy, methodology

Principal teaching methodologies: lectures, case studies(video/written), seminars – group work, pre-readings, blended learning – quizzes, excercises, in-class discussions

Because advertising is a practical discipline that involves art as much as science, this course will be taught through a combination of lectures on the concepts and principles, discussion of their applications and analyses of some significant marketing (advertising) issues. CLIO and Cannes Lions award winning case study videos will be shown and daily news from relevant fields of advertising will be discussed. The module will be taught through lectures, and seminars. Students will have to prepare individually and in teams for the sessions. Students' reflections on the day's material and their contributions to the discussion are considered important elements of the learning process. Therefore, students are strongly advised to come prepared. Students are expected to have read in advance of class the chapter assignments so that we may have meaningful discussions in class and we can address any questions a student might have regarding the material.

The discussion will be facilitated in class through a blended learning environment, where ideas can be shared via digital platforms and also in the case of in-class discussions.

5. Assessment

Formative assessment elements:

Feedback from lecturers on in-class practice activities, work-in-progress presentations, and there will be self-reflection questions at the end of classes.

Beside these, in every lesson there will be an online quiz, which serves as a basis for monitoring students' learning process, and providing ongoing feedback that can be used by the instructor to improve teaching. It will help students to identify their strengths and weaknesses and target areas where they need more effort and work. It will also be used to check class participation.

The opportunity to consult with the instructor on draft coursework presentations will be also given during the seminars.

Summative assessment elements:

Individual Assessment		60%	Group Assessment		40%	
Proportion of the course assessment is based on true or false and multiple choice question: 18% (3% from the midterm and 15% from the final exam.)						
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Campaign project presentation	30%	group	Students will work week to week on a revitalization campaign for a chosen for profit or non-profit	Students have to hand in at least half of the given weekly assignments to get	yes	3,4

		oral presentation coursework	organization or brand. At the end, they will have to integrate their weekly team projects into a final (10 minutes long) presentation and demonstrate their own integrated marketing communication campaign.	a certain amount of points based on their aggregated achieved average level of submitted work. After every week's assignment deadline, students have a "grace period" (3 days) to submit their solutions. Students who cannot attend classes (e.g. custom curriculum, or are on Erasmus leave) can hand in every week's assignments up until the beginning of the exam period. When none of the group members is available from the group to give the presentation or in case of individual solution (e.g. custom curriculum, or are on Erasmus leave) the coursework presentation (in ppt format) can be submitted via e-mail.																	
Case study (this year: Ariel's #ShareTheLoad: Integrated Marketing Communication Campaign)	10%	individual written coursework	A marketing communication case study selected from the Harvard case study center. Students will have to come prepared (previously read the case) and we will have a discussion about it in class. Then students will have to prepare a case summary answering the arised questions in the case and hand it in until the next class	Those who cannot attend the class on the day of the case study will have the opportunity to hand in together with all the other students until the deadline their case summary.	not	3,4															
Midterm exam	10%	individual written exam	This will assess the fundamental knowledge and understanding of the first 5 lectures and connected chapters of the core learning material. <i>It will have the same structure as the final exam and the achievable 50 points will be divided by 5 in order to calculate the maximum 10 points (percentage) achievable from the final grade.</i> The exam will include essay-based (15 points), short answer (15 points), true or false (5 points) and multi-choice questions (10 points) in the following structure:	Those who cannot attend the class on the day of the midterm exam will have another opportunity given (discussed and agreed on with the module leader), when they can write the exam. Students who cannot attend classes (e.g. custom curriculum, sickness, or are on Erasmus leave) are not obliged to write the exam and in this case their final exam will count for 70% of the grade	not	1,2															
			<table border="1"> <thead> <tr> <th></th> <th>Number of questions in the exam</th> <th>Achievable points (altogether 50 point)</th> </tr> </thead> <tbody> <tr> <td>True or False</td> <td>5</td> <td>1 point for each question, altogether 5 points</td> </tr> <tr> <td>Multiple Choice</td> <td>10</td> <td>1 point for each question, altogether 10 points</td> </tr> <tr> <td>Short Answer</td> <td>4</td> <td>5 points for each question, altogether 20 points</td> </tr> <tr> <td>Essay</td> <td>1</td> <td>15 points</td> </tr> </tbody> </table>		Number of questions in the exam	Achievable points (altogether 50 point)	True or False	5	1 point for each question, altogether 5 points	Multiple Choice	10	1 point for each question, altogether 10 points	Short Answer	4	5 points for each question, altogether 20 points	Essay	1	15 points			
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Multiple Choice	10	1 point for each question, altogether 10 points																			
Short Answer	4	5 points for each question, altogether 20 points																			
Essay	1	15 points																			

Final exam	50%	individual written exam	A written exam based on all topics and chapters covered. This will assess the fundamental knowledge and understanding of the breadth of the syllabus and will include essay-based (15 points), short answer (15 points), true or false (5 points) and multi-choice questions (10 points) in the following structure:	Those who fail or are not able to be present during the final exam can take the retake exam.	yes	1,2															
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* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

WELLS-BURNETT-MORIARTY: Advertising & IMC: Principles & Practice, Global Edition, Prentice Hall Europe, Ninth Edition (2011) or later editions

Harvard cases available from the HBS coursepack:

- Ariel's #ShareTheLoad: Integrated Marketing Communication Campaign TB0638-PDF-ENG
- IKEA: Global Communication Strategy, Multimedia Case I0042E-HTM-ENG
- Recommended

Readings available from the HBS coursepack:

- Brand Storytelling - INDUSTRY AND BACKGROUND NOTE 519049-PDF-ENG
- Influencer Marketing - INDUSTRY AND BACKGROUND NOTE 520075-PDF-ENG
- Navigating the New Era of Influencer Marketing: How to be Successful on Instagram, TikTok, & Co. CMR758-PDF-ENG
- Upstream Social Marketing Strategy: An Integrated Marketing Communications Approach BH809-PDF-ENG

Belch And M.A. Belch: Advertising And Promotion: An Integrated Marketing Communications Perspective, Mcgraw Hill, 8/E (2009) or later editions

Arens, William F: Contemporary Advertising Mcgraw-Hill/Irwin; 12 Edition (2008) or later editions

David Ogilvy: Confessions Of An Advertising Man, Southbank Publishing (August 1, 2004) or later editions

Clow, Kenneth E. And Baack, Donald E.: Integrated Advertising, Promotion And Marketing Communications, 5/E (2010) or later editions

Online magazines:

[HTTP://WWW.ADWEEK.COM/](http://www.adweek.com/)

[HTTP://ADAGE.COM/](http://adage.com/)

[HTTP://CREATIVITY-ONLINE.COM/](http://creativity-online.com/)

Blogs:

[HTTP://THEINSPIRATIONROOM.COM/DAILY/](http://theinspirationroom.com/daily/)

[HTTP://ADSOFTHEWORLD.COM/](http://adsoftheworld.com/)

[HTTP://ADRANTS.COM/](http://adrants.com/)

[HTTP://WWW.ADVERBLOG.COM/](http://www.adverblog.com/)

[HTTP://SCARYIDEAS.COM/](http://scaryideas.com/)

7. Further information

International aspects embedded with the course
Case examples during class
Guest lectures from international faculty
Talks from non-national practioners
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Project-based work related to ERS
Case examples during class
Connections to the world of practice of the course
Traditional case studies
Talks from practioners during class

Use of own project (brand/company based) experience

Consumer Behaviour

General data

Course code:	B19GMB07E
ECTS credits:	7
Type of the course:	business elective
Semester:	Spring, Semester 4
Course restrictions:	-
Course leader (with availabilities):	<i>Dr. Krisztián Szűcs, Ph.D.</i> <i>szucsk@ktk.pte.hu</i> <i>+36 72 501 599/ 23115</i>
Further lecturer(s) (with availabilities):	-

1. Description and aims

Exploring consumers' decision-making procedures is an exciting field of marketing with significant contributions from other disciplines (e.g. psychology, sociology, anthropology). Knowledge of the principles of consumer behaviour enables marketing managers to develop new, valuable products and attractive communication for the target audience.

Investigating relevant factors that can influence consumers' behaviour is essential to anyone who would like to understand the framework and the main elements of the decision-making processes in different situations. With this module, students can learn about the influencing factors and also the standard process of consumers' decision-making.

2. Intended Learning Outcomes (ILOs)

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

- categorize the main drivers of different consumer behaviours (PILO4),
- identify external and internal forces that influence consumer behaviour (PILO3),
- model given patterns of the consumers' decision-making process (PILO2),
- explain the general steps of the decision-making process (PILO2),
- demonstrate high proficiency in critical thinking through interpretation, evaluation, and presentation of marketing concepts (PILO6).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Buying, Having, and Being: An Introduction to Consumer Behaviour
2. Consumer and Social Well-Being
3. Perception
4. Learning and Memory
5. Motivation and Affect
6. The Self: Mind, Gender, and Body
7. Personality, Lifestyles, and Values
8. Attitudes and Persuasive Communications
9. Decision Making
10. Buying, Using, and Disposing
11. Groups and Social Media
12. Income and Social Class
13. Subcultures
14. Culture

4. Learning and teaching strategy, methodology

Combining directed readings with case study discussions the strategy would be to provide opportunities for students to conflict opinions about the phenomenon actually presented in the classroom by creating an inspirational and interactive platform where lecturers can moderate different points of view.

5. Assessment

Formative assessment elements: Continuous feedback on students' classroom performance (one slides): 10%.

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Teamworks	10%	Oral presentation	Applied summary on the topics discussed in each chapters	no	yes	3,4
Projectwork	30%	Oral presentation	Presentation about a topic chosen in teams.	no	yes	3,5

** Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.*

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Quizzes	20%	Online quiz	Instant measures of each chapters	no	yes	1,2,4
Final exam	40%	exam	A written exam based on chapters 1-10.	one retake opportunity	yes	1,2,4

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

Individual Assessment	60%	Group Assessment	40%
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6. Learning materials

Michael R. Solomon: *Consumer Behavior: Buying, Having, and Being*. Global Edition, 12/E, ISBN-13: 9781292153100, ©2018 • Paper, 632 pp

Case studies

Recommended

- Kahneman, D. (2011): *Thinking, fast and slow*. New York: Farrar, Straus and Giroux. (Chapter 1)
- Ariely, Dan (2010): *Predictably irrational : the hidden forces that shape our decisions*. New York: Harper Perennial

7. Further information

International aspects embedded with the course
Trends in CB, case studies are all relevant in global context.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
There are chapters, topics that are focusing on ERS aspects, discussing current situations, challenges in macro and micro levels as well (e.g. TED talks which illustrate these issues).
Connections to the world of practice of the course
Case studies are always related to a specific market, brand, etc.

INTERNATIONAL CAREER MANAGEMENT

General data

Course code:	B19GMB14E
ECTS credits:	7
Type of the course:	business elective
Semester:	Spring, Semester 6
Course restrictions:	-
Course leader (with availabilities):	Gábor Balogh, Dr. baloghg@tkk.pte.hu +36 72 501 599/23275
Further lecturer(s) (with availabilities):	Brigitta Szabó-Bálint, Dr. balintb@tkk.pte.hu +36 72 501 599/23254

1. Description and aims

The overall objectives of the course are to increase students' knowledge according to the topic of career management. The aim of the course is to show the importance of self-awareness, self-exploration, self-consciousness, self-management, self-improvement, self-coaching in professional career and personal life planning; to motivate the students to explore and develop their skills and competences. The method of this course is practice-oriented (simulations, presentations, role-plays, situations, disputes, etc.).

2. Intended Learning Outcomes (ILOs)

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

1. Combine the most important aspects of preparing a successful CV and cover letter (*PILO3, PILO6*),
2. Predict and explain the Hungarian and international specialities of the labour market (*PILO1, PILO3, PILO4*),
3. Select, categorise, combine, assess and formulate the goal-setting methods (*PILO1, PILO5*),
4. Create and elaborate their career development plan (design and construct a career plan) (*PILO2, PILO3, PILO7*),

5. Test, evaluate their own skills in a recruitment and selection process (learn how to distinguish themselves during an interview and an assessment center) (PILO3, PILO6),
6. Develop and use coping skills in stress management and solving techniques in time management (PILO3, PILO7).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Introduction. CV, cover letter
2. Notion of career and international career management
3. Interview, AC and ideal job in international context
4. Goal setting. Time management
5. Labour market, job searching methods. Working abroad
6. Self-exploration, self-knowledge. Gender and generation issues
7. Selection techniques, employment contract
8. Career development plan
9. Stress management and other risks at work
10. Organizational career management, career success
11. Self-coaching, self-branding. Creativity, inspiration
12. Career management practices
13. Etiquette at work

4. Learning and teaching strategy, methodology

A combination of lecture, seminar and workshop. The first part is a short theoretical overview about the topic and that follows a discussion or simulation with more involvement of students. The activity of students is essential for the active learning and development of new skills and thoughts. The teaching method based on coaching approach that contains asking questions to motivate the students to think over and comprehend the topic.

It puts emphases on individual and teamwork, on student presentations and interactive discussions.

5. Assessment

Formative assessment elements:

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.

Each exercise consists of an activity designed to get students thinking about, practicing, and discussing communication skills.

Summative assessment elements:

Individual Assessment			80 %	Group Assessment			20 %
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
My ideal job	5%	written assignment	students describe their own ideal job	after deadline students can earn half points	yes	7, 2	
CV in Week 6	5%	written assignment	students prepare their own CV after teacher's lecture about instruction how to create a successful CV	after deadline students can earn half points	yes	1, 4, 5	
Cover letter in Week 6	5%	written assignment	students prepare their own cover letter after teacher's lecture about instruction 'how to create a successful cover letter' as an attachment of CV	after deadline students can earn half points	yes	1, 4, 5	
Career plan in Week 8	5%	written assignment	we discuss the methodology of goal-setting in career and everyday life with students in Week 4 and after that they will prepare their own goal-setting plan	after deadline students can earn half points	yes	3, 4	
Practical	20%	presentations	scheduled for every week, one student must hold one presentation	date of presentation cannot rescheduled, but students have one possible retake opportunity, but they after the date they can earn half points for presentation	yes	2, 3, 4, 5, 6	

Final exam	60%	exam	A written exam based on the lectures, containing 5-6 questions and single choice questions (up to 20%)	one retake opportunity	yes	1, 2
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* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential
 - Baruch, Y. (2022): Managing Careers and Employability. SAGE Publications; 1st edition, p. 408.
 - Presentations of lectures
- Recommended
 - Szabó-Bálint, Brigitta (2019): Organizational career development versus employee's career needs in Hungary. STRATEGIC MANAGEMENT: INTERNATIONAL JOURNAL OF STRATEGIC MANAGEMENT AND DECISION SUPPORT SYSTEM IN STRATEGIC MANAGEMENT, 24: 4, pp. 3-12.
<https://scindeks.ceon.rs/Article.aspx?artid=1821-34481904003S>
 - Greenhaus, J. H. – Callanan, G. A. – Godshalk, V. M.: Career Management 3rd ed, The Dryden Press 2000

7. Further information

International aspects embedded with the course
As the course focuses on international career management, international aspects are core elements of the lectures. We use international case examples during classes.
We plan to have guest lectures from international faculty or from a professional field.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
We have special topics during the semester which connect to business ethic (ethical behaviour) and responsibility or sustainability (like sustainable career). We also use case examples during classes to demonstrate these topics.
Connections to the world of practice of the course
We use the following methods to ensure connection to the world of practice:
Talks from practitioners during class
Use of own practitioner focused research
Use of own consulting / work experience

INVESTMENTS

General data

Course code:	B19GMB15E
ECTS credits:	7
Semester:	6 th semester, spring
Type of the course	business elective
Course restrictions:	-
Course leader (with availabilities):	Vivien Csapi, Dr. csapiv@ktk.pte.hu +36 72 501 599/ 23124
Further lecturer(s) (with availabilities):	-

1. Description and aims

The aim of this course is to provide you with an understanding of both the theory and practice of finance and portfolio decision making. The combined application of theory and practice will enable you to understand market forces, equity evaluation methods, and market mechanisms. Besides introducing you to evaluation techniques and models you will have a broad understanding of the investment market from portfolio to venture capital investment. Discussions during class will develop your general financial literacy and intelligence. Not just your knowledge in the field of investment will be developed but exercises, readings and discussions will further strengthen your argumentation and computational skills. During the class discussions you will work in groups to form opinions in issues like the financial and economic crises situations in the past.

2. Intended Learning Outcomes (ILOs)

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

1. Explain the corporate factors driving stock prices (*PILO1*).
2. Understand the basic equilibrium forces of stock markets (*PILO1*).
3. Predict investors intentions and risk attitude (*PILO2*).
4. Determine the investment attitudes for different actors (*PILO3*).
5. Design a portfolio for companies with different risk preferences (*PILO4*).
6. Value different financial assets (*PILO3*).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following twelve chapters:

1. Introduction and Risk and return
2. Risk profiles
3. Capital allocation basics
4. Capital allocation between risky and risk free assets.
5. Optimal risky portfolio
6. Case study group work
7. Bonds and their valuation
8. Green investments (Green bonds, CAT bonds, SLBs)
9. Shares and their valuation
10. Introduction to options theory
11. Option valuation
12. ESG issues in investments

4. Learning and teaching strategy, methodology

The joint application of theoretical and practical teaching methods should enable students to understand mechanisms driving financial instrument investment decisions, bond and equity prices. The continuous observation of weekly events on news channels should bring practice closer to theory, providing an invaluable tool for student. In order to achieve the best outcome student is required to monitor real life economic events, which with the application of available market data (Reuters' database) can be analyzed in class and at home.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, online Moodle practice exercises at the end of each topic.

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs

Midterm exam	75%	exam	A written exam based on TOPIC 1-12, containing 5 questions.	one retake opportunity	yes	1,2,3,4,5,6
Practice problems	15%	homework test	Moodle test open 5 day long for each topic (5*3=15%)	no retake opportunities	yes	1,2,3,4,5,6
Group work	10%	teamwork	oral presentation of an in-class case solution	no retake opportunity	yes	4,5,6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

Zvi Bodie, Alex Kane, Alan J. Marcus: "Investments", 12th Edition, McGraw-Hill Education, 2020

7. Further information

International aspects embedded with the course
International money and capital markets, international cases.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Sustainable investments, green bonds, green finance, ESG aspects related to stocks and funds
Connections to the world of practice of the course
Guest lecturers from the investments world. Live business cases

MARKETING RESEARCH

General data

Course code:	B19GMB11E
ECTS credits:	7
Semester:	4/6 th , spring
Type of course:	Business elective
Course restrictions:	Introduction to marketing is advised to be completed when registering to the course.
Course leader (with availabilities):	Krisztián Szűcs szucs.krisztian@tk.pte.hu
Further lecturer(s) (with availabilities):	Péter Németh nemeth.peter@tk.pte.hu Erika Lázár lazar.erika@tk.pte.hu

1. Description and aims

The aim of the module is to build the understanding and the ability to define market research problems properly and to match the required methodology to these. Furthermore it is intended to enable students to evaluate research outcomes including the appropriateness of statistical analysis applied.

2. Intended Learning Outcomes (ILOs)

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

1. evaluate marketing research as a process that involves a sequence of activities, each compatible with the preceding stage [PILO3]
2. solve given marketing research problem by designing complex market research methodology [PILO1]
3. assess the strengths and weaknesses of alternative research designs, and be able to combine different research methods [PILO1]
4. be aware of the many sources of marketing information and be aware of the various means for gathering such information, and predict based on the results [PILO2, PILO4]
5. translate a marketing problem into a feasible research question, and recommend suitable methodology [PILO2]

6. be able to design and formulate a basic survey research project, evaluate the results, and conclude the main thoughts [PILO5, PILO6]

3. Content, schedule

1. Introduction to Marketing Research
2. Defining the Marketing Research Problem and Developing an Approach
3. Research Design
4. Exploratory Research Design: Secondary Data
5. Exploratory Research Design: Qualitative Research
6. Descriptive Research Design: Survey and Observation
7. Measurement and Scaling: Fundamentals and Comparative Scaling
8. Measurement and Scaling: Noncomparative Scaling Techniques
9. Questionnaire and Form Design
10. Sampling: Design and Procedures, Final and Initial Sample Size Determination
11. Framework of Field Work
12. Data Preparation, Data Analysis
13. Report and Presentation

4. Learning and teaching strategy, methodology

On the lectures of the module, students will get lectures about those topics that are mentioned in the content session. In the seminars, students will work on corporate project in groups. During the semester students will conduct a market research – the whole project from the briefing part to the research presentation part.

5. Assessment

Name of the element	Weight of the element in the assessment structure	Type of the element (coursework/ exam)	Details of the element <ul style="list-style-type: none"> • in the case of exam: the type of the exam (midterm exam, final exam etc.), length of the exam 	Retake opportunities	Required to pass the course irrespectively of the performance in other assessment elements (yes/no)	Related CILO

			<ul style="list-style-type: none"> in the case of coursework: the type of coursework (e.g. individual vs. group work, assignment, presentation etc.) 			
short test (individual task)	10%	coursework	a short test in the beginning of each lectures	none	no	CILO1, CILO4
team presentation of research quotes (group task)	20%	coursework	students will work in team, and they have to prepare a research quote based on a research brief that they will get in the beginning of the semester	the quote should be prepared individually by the student retaking this part of the assessment	yes	CILO2, CILO3, CILO5
team presentation of research results (group task)	20%	coursework	students will work in team, and they have to conduct a research project based on the research quote that they prepare. At the end of the semester student have to present the main research results.	a presentation should be prepared about a given topic	yes	CILO6
final exam (individual examination)	50%	exam	final exam	retake exam	yes	CILO1, CILO3, CILO4

6. Learning materials

Essential

- Naresh K. Malhotra: Basic Marketing Research. International edition. 4th edition. Pearson 2011

Recommended

- Cahill, D: When to use qualitative methods: a new approach. Marketing Intelligence and Planning 14/6 1996 p.16-20.
- 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

- Gibson, L.D.: Quo Vadis, Marketing Research? Marketing Research, Spring 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
- Szűcs, K. – Lázár, E. – Németh, P. (2020): Marketing research 2.0. University of Pécs, Digitália (<https://digitalia.lib.pte.hu/hu/pub/szucs-lazar-nemeth-marketing-research-2-0-pte-ktk-pecs-2020-5066>)

Other learning materials might be shared with the students during the semester on MS Teams and/or Moodle.

7. Further information

International aspects embedded with the course
Case studies, presentation, research studies from global market research companies.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Showing research results about sustainability to the students when talking about secondary research; Involve a market research project that involves sustainability issues as well.
Connections to the world of practice of the course
We involve guest lecturers from the practice. We have several partners that we can invite to give us lecture, e.g. Ipsos, dunnhumby, Synetiq, Neticle

Small Business Development

General data

Course code:	B19GMB08E
ECTS credits:	6
Type of the course:	business elective
Semester:	spring
Course restrictions:	-
Course leader (with availabilities):	András Rideg, Dr. ridega@ktk.pte.hu +36 72 501 599/ 63383
Further lecturer(s) (with availabilities):	-

1. Description and aims

The module is intended to bring students closer to understand the process of creating a business concept around an innovative idea, company project or technology. Students develop skills in business planning, modeling and company creation by actively participating in the process. Using experiential learning methodology students will proactively work with companies as clients with implementable project ideas and will develop a business concept around these initiatives. Teams of students will have to engage with the stakeholders of the project in the framework of validation activities to make their business concept as implementable as possible. During the lean business concept development process students will get acquainted with a particular issue, problem that the client company is intended to solve that will broaden their knowledge horizon. The real life process of business concept development and validation will also advance the networking skills of the participating students.

2. Course Intended Learning Outcomes (CILOs)

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

13. critically evaluate new business ideas from the aspect of a potential financier, *(PILO1)*
14. contest the different organizational structure concepts when designing business entity, *(PILO2)*
15. evaluate the respective strengths and weaknesses of such theories, *(PILO2)*
16. critically analyse their applications in practice, *(PILO4)*
17. ability to conduct effective small-scale research, *(PILO3)*
18. positive contribution to group (team) working, *(PILO5)*
19. effective verbal presentation of ideas, *(PILO4)*
20. effectiveness in argument and debate with peers, *(PILO5)*

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following ten chapters:

- Introduction,
Team formation,
1. *Video discussion:*
https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en
Reading assignment discussion:
Why Write a Business Plan? How do you see the project? Team formation.
Project:
2. Create your consulting company, set up your team, roles and responsibilities. Show your organization's website. What will be your industry focus in terms of expertise? How can you help your future client? How can you be competitive?
Reading assignment discussion: Developing and Screening Business Ideas
Project:
3. Introduce your client, its core business, company set up. What does your client need help in? What will be the project you have to assist your client in by designing a BP?
Reading assignment discussion: The Litmus Test of a Plan
Project:
4. No project presentation and discussion, work on your project alone in a remote fashion.
Reading assignment discussion: Introduction, Executive Summary, and Company Description
Project:
5. Present the finalized project plan. What is the objective of the client company with the project? What is the target industry and market segment?
Reading assignment discussion: Industry Analysis
Project:
6. Industry analysis of the project. Are there any disrupters within the industry? How risky is it in terms of technological change?
Reading assignment discussion: Market Analysis
Project:
7. Make sure you segment the market and the you help your client to find the first adopters if it is about the introduction of a new/old product in a existing/new market.
Reading assignment discussion: Marketing Plan
Project:
8. Recommend channels and means to reach out to new customers. Don't forget about customer relationship!
Reading assignment discussion: Management and Organizational Structure
Project:
9. How will your plan to possibly expand your client's operations effect its organization setting and structure? Does your client need additional human resource capacity?

10. Spring break

Reading assignment discussion: Operations Plan and Product Development

Project:

11. How will the planned activity affect your client's daily operation? Will it need new facility, IT infrastructure, vehicles, etc.?

Reading assignment discussion: Analysis of Financial Projections

Project:

12. What does the project mean to your client in terms of funding (investment outlay) and additional costs to run the new operation? Where it will get the funding from? Help to prepare a presentation to acquire the funding.

13. *Final presentation of your BP and discussion of the takeaways of the course.*

14. *iExpo*

4. Learning and teaching strategy, methodology

The module is based on experiential learning methodology, and flipped classroom techniques. Students are required to discuss, argue and debate their results during class based on the reading assignments and their own research necessary within the framework of their project. Students will apply the knowledge that they acquire in the framework of the reading assignment part of the course by engaging in consultancy with real life companies. These client companies have to be selected by the students. The client company needs to have a real business challenge that it wants to have solved. In order for the students to maximize the development of their skillset they are required to work intensively and proactively during the semester and to create deliverables with real added value to the marketable research results. Students have to form teams of 5 and have to create their own consulting company. They have to create roles such as CEO, CMO, CFO, COO, ... These 'consulting companies' have to prepare the weekly progress of the business development and also complete reading assignments. Due to the coronavirus epidemic all contact classes will be channeled via Microsoft 365 Team application. Weekly classes will be managed via Team, while learning materials will be distributed through Neptun, Tasks will be collected via Neptun as well.

The course is designed that by completing the weekly assignments and incorporating the feedback given at each meeting will enable teams to build the final deliverable (business plan) to an almost finalized version as they proceed week-by-week. Teams working consistently on the weekly base should have their final deliverable ready by the end of the semester, before the exam period.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, and on the weekly project progress. (CLO 4,7,8)

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Reading assignment reports	10%	group, written, coursework	1-page summary of the current theoretical topic; doc file uploaded into Moodle on a weekly basis	none	no	1,2,3,4
Student-led class	10%	group, oral, coursework	an oral presentation related to the current theoretical topic once during the semester	none	no	3,4,6,7
Project progress reports	20%	group, oral, coursework	report on the progress of the project work four times during the semester: 1. Set up a consulting firm 2. Introduce your client and the problem/project 3. Industry and market analysis 4. Management, organizational structure, operations, development, financial projections	none	no	1,2,4, 5,6,7
iEXPO participation	10%	group, oral, coursework	active iEXPO participation (with a free format poster about the consulting firm and/or the projectwork)	none	no	6,7,8
Final presentation	10%	group, oral, coursework	final presentation of the project work at the end of the semester	none	no	6,7,8
Final deliverables	40%	group, written, coursework	business plan, marketing materials, financial plan	one retake opportunity	yes	1,2,6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

Individual assessment	0%	Group assessment	100%
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6. Learning materials

- Essential:

Barringer: Preparing Effective Business Plans: An Entrepreneurial Approach, Global Edition, 2015.

- Recommended:

Mariotti, et al.: Entrepreneurship and Small Business Management, Second Edition, Global Edition, 2015.

Michael H. Morris: Nuts and bolts of a great business plan, Florida State University, 2015.

You can purchase books at: www.prospero.hu, www.universitatis.hu, tnusser@ibs-b.hu

HBR articles distributed during the semester

7. Further information

International aspects embedded with the course
Trends in CB, examples, cases and projects are all relevant in global context.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
The importance of business ethics in practice is discussed during the process of business concept development.
Connections to the world of practice of the course
Project-work with real-life clients.

INTERNATIONAL HRM PROJECT

General data

Course code:	B19GMB09E
ECTS credits:	7
Type of the course:	business elective
Semester:	5 (fall)
Course restrictions:	Human Resource Management course is recommended to be accomplished when registering to this module
Course leader (with availabilities):	Zsófia Ásványi, Dr. asvanyi.zsofia@ktk.pte.hu +36 72 501 599 / 63114
Further lecturer(s) (with availabilities):	Tiina Mehto Haaga-Helia University of Applied Sciences Helsinki, Finland Tiina.Mehto@haaga-helia.fi

1. Description and aims

International HRM Project module is a virtual exchange between University Pécs FBE and Haaga-Helia University of Applied Sciences (Helsinki, Finland). The goal of this module is to provide a rich virtual learning context to students in an international learning environment. The course enables students to develop their knowledge and competencies as HR professionals in international business context with the help of virtual lectures and international virtual team-meetings. The content of the course covers all international HRM practices including expatriate management. The aim is also to improve generic competence of intercultural-, and presentation skills of bachelor students.

2. Intended Learning Outcomes (ILOs)

Upon successful completion of the module, students should be able to:

1. compare the similarities and differences between the theoretical and practical aspects of domestic and international HRM (PILO1);
2. understand how sustainable work patterns can be built in domestic and international employment (PILO8);
3. evaluate the advantages and disadvantages of hiring local employees and expatriates in a foreign subsidiary (PILO2);
4. present an international HRM business proposal, as an outcome of virtual- and physical team meetings (PILOs 3 and 6);

5. recommend and use cooperation patterns with fellow students in a multi-cultural team (PILO5);
6. evaluate the relationship between expectations of international & virtual project work and realizations (PILO7).

3. Content, schedule

Topics that are covered by the course:

1. Basic principles of human resource management
2. Differences between domestic and international HRM
3. Concept of sustainability in HRM
4. HR in matrix organizations
5. Expatriate management
6. Recruitment in global context
7. Selection in global context
8. Performance management in international environment
9. International human resource development
10. International compensation schemes
11. Summary of the framework of HRM and international HRM

4. Learning and teaching strategy, methodology

Principle teaching methodologies:

1. Live virtual lectures: This course is built up as a combination of live virtual lectures and project-based teamwork. Virtual lectures are delivered on domestic-, and international HRM topics by lecturer from Haaga-Helia University of Applied Sciences and from UPFBE on a weekly basis. Virtual lectures are delivered via MS Office Teams or Zoom. Live virtual lectures aim to develop CILOs 1, 2, 3, 4.
2. Project-based teamwork: Strongly attached to lecture topics, students work on assignments in international virtual teams by which they gain experience of being a member of an international consultant team. International teams consist of both Haaga-Helia and UP students, where teamwork is facilitated by professors from both universities. By the end of the course teams present their final proposals on international HRM practices to each other's and to professors. Project-based teamwork is made via any ICT tool chosen by the team itself. Project-based teamwork aims to develop CILO 5.

3. Learning diary: As part of the individual learning experience, students write down what they learnt from the topic covered during the week. In the free-style diary they may write about their impressions, likes, dislikes, previous experiences related to the given HRM topic. By the end of the semester, each student has a complete document covering their reflections on the whole learning process. Learning diary aims to develop all CILOs, but especially CILO 6.

5. Assessment

Formative assessment is an integral part of the learning process. During the whole course both Finnish and Hungarian professors offer weekly feedback to teams on their performance and proceedings in order to raise the standards of teamwork as well as the value of the final outcome of their cooperation (business proposal).

Summative assessment elements:

Individual Assessment			50%	Group Assessment			50%
Name of the element	Weight	Type	Details	Retake opp.	Req.*	Related CILO	
Learning Diary	20%	coursework individual written	individual work to foster learning experience	can be handed in revised		all CILOs	
Closed book exam	30%	exam individual written	midterm exam (75 mins) with short essay questions	one retake	yes	1, 2, 3	
Project work	20%	coursework group written (& oral)	consisting of creating a team contract, a project plan, team reflections and project work on a weekly basis		yes	all CILOs	
Final project presentation	30%	exam group oral (& ppt)	oral business proposal supported by ppt. (25 mins)	one retake	yes	4	

*Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential:

Peter J. Dowling, Marion Festing, Allen D. Engle Sr.: International Human Resource Management 7th Edition, Cengage Learning EMEA, 2017.

- Recommended:

Tony Edwards, Chris Rees: International Human Resource Management: Globalization, National Systems and Multinational Companies, 3rd Edition, Pearson 2017.

Zsófia Asvanyi: Strategic Human Resource Management, Wolters Kluwer Hungary, Budapest 2022. <https://pea.lib.pte.hu/handle/pea/34185>

7. Further information

International aspects embedded with the course
<ol style="list-style-type: none">1. The whole module is an international virtual exchange (with a dual module-leading scheme and international students) between UPFBE and Haaga-Helia University of Applied Sciences, Helsinki, Finland.2. The core content of the module is an international topic. Lectures and project-based teamwork is about international HRM functions.3. Students work in mixed groups of Hungarian, Finnish and other international students during project work and business proposal presentation.4. International guest lecturer(s) might be invited to deliver the practical aspects of IHRM.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
There is one short virtual lecture on how sustainability can be embedded into both domestic and international employment patterns. When students are working on their business proposals on IHRM, they should keep ERS aspects in focus.
Connections to the world of practice of the course
<ol style="list-style-type: none">1. The business proposal students are working on in teams during project work offers an IHRM proposal for a real MNE. They analyse the chosen MNE based on the sources they gather offline or online and deliver a business solution tailored to that specific company as consultants.2. International guest lecturer(s) might be invited to deliver the practical aspects of IHRM.

SIMONYI SUMMER SOCIAL ENTREPREURSHIP PROGRAMME

General data

Course code:	B19GMB10E
ECTS credits:	6
Course type:	business elective
Semester:	fall
Course restrictions:	-
Course leader (with availabilities):	Zsolt Bedő, Dr. bedo.zsolt@ktk.pte.hu +36 72 501 599/ 23436
Further lecturer(s) (with availabilities):	-

1. Description and aims

Entrepreneurial activity does not have to be motivated by profit generation, but by triggering social change in the world. Social entrepreneurs look for opportunities, problems if you will, that affect society, but the solution does not carry significant monetary (profit) potential on the other hand does generate significant social change. Students throughout the course will learn about such social and environmental challenges that must be answered by someone in the form of a financially sustainable solution (product or service). Students' teams will have the freedom of selecting a social problem to be solved with the application of the business model generation framework studied and applied in the Introduction to Entrepreneurship course. Beside the BMG method teams will implement the lean startup method in order to build concept that are validated and as a result carry the real-life implementation potential.

2. Course Intended Learning Outcomes (CILOs)

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

1. Understand UN SDGs and their impact on the global and local environment. *(PILO1)*
2. Apply the method of opportunity seeking and recognition. *(PILO2)*
3. Apply the method of business model and value proposition generation method. *(PILO2)*
4. Analyze opportunities that emerge from different socio-economic challenges. *(PILO4)*
5. Evaluate feedback from future users given to the MVP produced by students *(PILO3)*

6. Create product and service concepts that can serve as a base for venture capital inclusion into their startup business. *(PILO5)*
7. Pull together resources in order to succeed in the product and or service building process *(PILO5)*

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following ten chapters:

1. Introduction of the course, defining social entrepreneurial activity
2. Team formation, Discussion on th UN SDGs and examples
3. Opportunity seeking and recognition
4. Business Model generation revisited
5. Value proposition
6. Product – market fit
7. Minimum Viable Product
8. MVP testing, hypothesis testing
9. Revenue model and cost structure and salability
10. Engaging your customers
11. Pitching your business concept
12. International Hackathon in biomedical area 2021.11.04-05. ONLINE

4. Learning and teaching strategy, methodology

This module applies Experiential learning method, which implies that students are required to actively engage in the so-called learning by doing activity. After understanding the concept of startups and the business model generation along with the lean methodology students have to start building their own business concept while experiencing the theoretical underlying in operation. Students have to engage with the stakeholders of the real-life business environment to test their product, service and business concepts. Being able to gather information during these validation events and to be able to process, analyze the gathered information will be crucial to succeed. Students at the end of the course will have the opportunity to pitch their business idea to real life venture capitalist. If their concept is viable investors might provide further funding to take the business to the next phase.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, and on the weekly project progress.

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Group business model	50%	report	canvas, expanded material on the business model	one retake opportunity	yes	1,2,6,7
Supporting documentation	30%	documents	Bug list, MVP, Personas, Validation documents	one retake opportunity	yes	1,2,3,4
Pitch	20%	oral	in the framework of the final pitch presentation event	non	yes	4, 5, 6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Constant Beugre, (2016). Social entrepreneurship, Managing and creation of social value, Routledge.
- <https://sdgs.un.org/goals>
- Alexander Osterwalder & Yves Pigneur: Business Model Generation, 2010, ISBN: 978-0470-87641-1
- Eric Ries: Lean Startup, 2010.
- All templates and tutorial will be accessible in the <https://openup.pt.e.hu/feed> platform's project room.
- HBR articles distributed during the semester

7. Further information

International aspects embedded with the course
The course is running during the summer as an intensive course in cooperation with the College of Business of Ohio University GCP program. Within the framework of this cooperation 10-20 students and 2 faculty members from OU COB participate in the 3 week intensive program. International teams are formed from the UP and OU students. OU faculty incorporates learning strategies from the OU practices.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
The whole course is dedicated to sustainability, including ethics and responsibility issues in business concept development theme.
Connections to the world of practice of the course
The projects are centering around the real needs and challenges of market actors from the for and from the non profit segment of the local economy. Governmental organizations also participate as possible clients or stakeholders of the development project.

MANAGEMENT ACCOUNTING AND CONTROL

General data

Course code:	B19GMB18E
ECTS credits:	7
Type of the course:	business elective
Semester:	Fall, Semester 5
Course restrictions:	-
Course leader (with availabilities):	Alexandra Posza, Dr. poszaa@ktk.pte.hu +36 72 501 599/ 23141
Further lecturer(s) (with availabilities):	Vivien Csapi, Dr. csapiv@ktk.pte.hu +36 72 501 599/ 23124

1. Description and aims

The course aims to enable students to acquire knowledge and understanding of management accounting and control and to provide students with a conceptual framework for identifying and resolving accounting issues faced by managers. The course also develops specialized knowledge of financial and organizational control, including the systems and tools used by managers to ensure that actions and decisions agree with the company's objectives and strategies. The course also implies the development of skills, including the ability to place the subjects studied in different contexts over different periods.

2. Intended Learning Outcomes (ILOs)

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

1. Understand the management accounting techniques (PILO 1)
2. Analyze cost-volume-profit techniques for optimizing managerial decisions (PILO 2)
3. Evaluate management control systems and management accounting practices (PILO 3)
4. Measure company's performance from a financial and a non-financial perspective (PILO 4)

5. Apply research-based knowledge and critical thinking in the solution of complex management accounting and control problems (PILO 4)
6. Identify ethical issues within management accounting and control (PILO 8)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following topics, and the related core learning material is displayed in the bracket:

1. Introduction to Management Accounting and Control (1)
2. Management Reporting (1)
3. Measurement of Cost Behaviour (1)
4. Cost-Volume-Profit Analysis (1)
5. Cost Management (1)
6. Planning and Budgeting in Management Control (1)
7. Financial and Non-financial Performance Measurement (1)
8. Value-based Performance Measurement (1)
9. Strategic Management Accounting (1)
10. Management Control for Sustainability (2)
11. Ethical Aspects of Management Accounting and Control (1)
12. Environmental Management Accounting, Social Accounting (1,2,3)

4. Learning and teaching strategy, methodology

Principal teaching methodologies: lecture, in-class discussion, case study analysis, quizzes, step by step solution of exercises during the seminars, live business cases

There are key elements in this module, which use a range of different strategies to achieve the objectives: The teaching session enables students to understand theoretical and analytical material (CILO1, CILO2). The projects and case studies provide opportunities for students to practice skills (CILO3, CILO4) and apply knowledge developed during the session (CILO6), deepening theoretical background and critical thinking (CILO5).

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practice exercises solved during the classes, Moodle practice exercises

Summative assessment elements:

Individual Assessment			90%	Group Assessment			10%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
Practice problems	15%	individual, written, homework	3 Moodle test open 5 days long for each topic (5%/test)	No	No	2,3,4,	
Group work	10%	group work, oral, coursework	oral presentation of an in-class case solution	No	No	2,3,4,5,6	
Final exam	75%	exam	Final exam based on topic 1-12, length of exam: 1,5 hours	one retake opportunity	yes	1,2,3,4,5	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

15. Learning materials

Essential

1. Charifzadeh, M. – Taschner, A. (2020): Management Accounting and Control. Wiley. 1. edition.
2. Rasmussen, J. (2020): Management Control for Sustainability – Activities and procedures for Energy Management in Industrial Companies, Linköping Studies in Arts and Sciences, No. 778, Linköping University.
3. Retolaza, J. L. – San-Jose, M. – Ruíz-Roqueni.M. (2016): Social Accounting for Sustainability – Monetizing the Social Value, Springer.

Recommended

1. Bruggerman, W. – Hoozée, S. – Slagmulder, R. (2018): Management Control – Concepts, Methods and Practices, Intersentia.

16. Further information

International aspects embedded with the course
Theoretical models, international case studies and case examples during the class
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Several topics are dedicated to ethics and sustainability: Management Control for Sustainability; Ethical Aspects of Management Accounting and Control; Environmental Management Accounting and Social Accounting.

Connections to the world of practice of the course

Guest speakers demonstrate their companies' management accounting and control practices; case studies

MARKETING CALCULATIONS

General data

Course code:	B19GMB16E
ECTS credits:	7
Type of the course:	business elective
Semester:	Fall, Semester 5
Course restrictions:	-
Course leader (with availabilities):	Petra Putzer, Dr. putzerp@ktk.pte.hu +36 72 501 599/23129
Further lecturer(s) (with availabilities):	László Csóka csokal@ktk.pte.hu

1. Description and aims

The module aims to allow students to calculate and comprehend indices from the data available and on the basis of this make basis calculations and make recommendations. The measurement of the respective fields related to the market, marketing strategy and four Ps is a very important task, as they are the basis for the evaluation of the success of a certain activity. The course provides guide for understanding what and how should be and could be measured. Students learn the major (top ten) metrics related to the respective areas, their usability and interpretation.

2. Intended Learning Outcomes (ILOs)

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

1. Use the main principles and key expressions of measurement in marketing, marketing metrics and marketing decision (*PILO1*),
2. Compare the different metrics (strength and limitations) (*PILO2*),
3. Evaluate the impact of marketing decisions and activities on the company's performance (*PILO3*),
4. Interpret, analyse and and solve basic marketing calculations problems through both creative and analytical thinking (*PILO4*),
5. Understand and apply the given marketing metrics correctly in daily business-life (*PILO6*),
6. Operate effectively within a team environment to calculate key metrics and write reports as the member of the dedicated team (*PILO 5*)

7. Write reports and develop presentation (PILO6).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).

3. Content, schedule

The discussion of topics is divided into the following chapters:

1. Introduction: what marketing metrics are and how they work (1)
2. Market and market position metrics (2 & 3)
3. Margins and profits (2 & 3)
4. Customer profitability (2 & 3)
5. Product management (4&6)
6. Portfolio management (4&6)
7. Pricing strategy (4&6)
8. Channel management (4&6)
9. Sales force management (4&6)
10. Promotion (4&6)
11. Advertising metrics (4&6)
12. Complex case study (5&6)

4. Learning and teaching strategy, methodology

Principal teaching methodologies: lecture with flipped-classroom elements, in-class discussion, case study analysis.

This module is delivered via a combination of lectures and practical exercises. The weekly classes are divided into two parts: the first part is a lecture, which is deployed to introduce the theoretical background briefly (CILO1, CILO2) and mainly to show the application of the metrics through short calculations (CILO 4). Seminars include discussions of the actual themes using case studies. Students work in groups (CILO 5) to solve a case study every week to practice how metrics can be used in daily business-life (CILO 3, CILO 6). Students will have to prepare individually and/or in groups for the following class by reading the assigned chapter of the textbook because the focus is on application and practice, so students' reflections on the actual material and their contributions to the discussion are considered to be important elements of the learning process.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of case studies solved during the classes, online quiz game (Kahoot) “challenge” connected to every chapter that can be solved at home during the semester to practice (voluntary task).

Summative assessment elements:

Individual Assessment			60%	Group Assessment			40%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs	
Midterm 1	30%	exam	A written open-book exam based on chapters 1-6, containing 5-7 questions.	no	no	1,2,3	
Midterm 2	30%	exam	A written open-book exam based on chapters 7-11, containing 5-7 questions.	no	no	4,6	
Case studies	40%	coursework	Building on the lectures, students prepare in groups segments of a semester-long case study for the seminars. Theoretical issues will be brought to practice by case-studies.	one retake opportunity	yes	3, 5, 6	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Neil Bendle - Paul W. Farris - Phillip Pfeifer - David Reibstein (2021): Marketing metrics. 4th ed. Pearson Education

- Recommended

Paul W. Farris, Neil T. Bendle, Phillip E. Pfeifer, David J. Reibstein (2006) Marketing Metrics: 50+ Metrics Every Executive Should Master, Wharton School 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.

Tim Ambler (2003): Marketing and the bottom line: the marketing metrics to pump up cash flow. Prentice Hall/Pearson Education, ISBN-10:0273661949Further

7. Further information

International aspects embedded with the course
Case studies, calculations (different currencies) during the class, mixed (international teams) during the project work
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Many metrics are suitable for measuring non-profitable projects and we emphasized that during the lectures.
Connections to the world of practice of the course
Project work, guest lecture by professionals

General electives

BOOMS AND CRISES IN THE EUROPEAN ECONOMY

General data

Course code:	B19GMC02E
ECTS credits:	3
Type of the course:	General elective
Semester:	Fall, Semester 1, 3
Course restrictions:	
Course leader (with availabilities):	<i>Zoltán Kaposi, Dr.</i>
Further lecturer(s) (with availabilities):	<i>Anna Horváth, PhD student</i>

1. Description and aims

The course focuses on the main stages and tendencies of the modern economic history, including socio-cultural implications, from the beginning of the industrialization until our days, with special focus on Europe but within global context. The main objective is that, by the end of the semester, the students have a wide range of knowledge and general understanding about the subject.

The course aims to introduce the modern economic processes and theories within a historical approach and context. By the acquired knowledge, the students will have a general understanding about the subject and they can better understand the current European and global economic and political context.

2. Intended Learning Outcomes (ILOs)

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

1. have a general understanding of modern economic history's main stages and processes (PILO3)
2. understanding of European economic history's tendencies in getting to know the current European and global processes (PILO3)
3. critically analyse modern day economic processes in the context of historical events (PILO3)
4. read, write and present in groups, which improves their ability to communicate both in written and in oral form. (PILO6)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Development of market economy in Europe until 1914. The first and the second industrial revolution
2. Economic development between the World Wars
3. The 1929 Great Depression and its consequences
4. Keynesian Economics; Economic policy in Britain.
5. Crisis management and recovery in the USA: the New Deal
6. Economic systems of the totalitarian regimes between the World Wars
7. Economic recovery in Europe after the Second World War. The Golden Age of economic growth during the 1950s and 1960s
8. Development and functioning of the European economic integration. Planned economies in Eastern Europe
9. The 1973 oil crisis and its economic consequences
10. The end of the cold war. New stage of globalization and global inequalities.
11. The 2008-2009 world economic crisis and its implications.

4. Learning and teaching strategy, methodology

Principal teaching methodologies: lectures, reading of book chapters, discussion of book chapters/in-class discussion, student presentation

5. Assessment

Formative assessment elements: reading of book chapters, in-class discussion, group work

Summative assessment elements: group presentation, written assignment, midterm test

Individual Assessment		60%	Group Assessment		40%	
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
midterm test	60	individual written exam	In the midterm test students have to do a multiple choice test.	yes	yes	CILO1
written assignment	20	group written coursework	An analysis of selected chapter of Marshall, T. (2015). Prisoners of Geography. Scribner	no	no	CILO2, CILO3
group presentation	20	group oral coursework	A presentation of selected chapter of Marshall, T. (2015). Prisoners of Geography. Scribner	no	no	CILO4

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Presentation slides on Moodle

Marshall, T. (2015). *Prisoners of Geography*. Scribner. ISBN 978-5011-2146-3

Marján, Attila (ed.) (2014): *European Economic and Monetary Integration*. National University of Public Service Institute of International Studies, Budapest. pp. 59-72. ISBN: 978-615-5305-69-6

Tipton, Frank B. – Aldrich, Robert (1987): *An Economic and Social History of Europe 1890-1939*. Baltimore. pp. 9-70; 163-199. ISBN 10: 033336807X

Tipton, Frank B. – Aldrich, Robert (1987): *An Economic and Social History of Europe from 1939 to the present*. Baltimore. pp. 112-165; 235-270. ISBN 10 0333423712

- Recommended

Berend, Ivan T. (2012): *An economic history of nineteenth-century Europe: diversity and industrialization*. ISBN: 9781107030701

Cameron, Rondo (1989): *A Concise Economic History of the World. From Paleolithic Times to the Present*. New York, Oxford. pp. 189-399. ISBN: 0-19-504677-3

North, Douglass C. (2010): *Understanding the Process of Economic Change*. Princeton. pp. 1-8 ISBN: 9781400829484

Reinhart, Carmen M. – Rogoff, Kenneth S. (2009): *This Time is Different. Eight Centuries of Financial Folly*. Princeton. pp. 1-20. ISBN: 9780691152646

7. Further information

International aspects embedded with the course
Internationalisation, Modern economic theoretical models
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
In the course we speak about the modern green movements as result of the oil crisis.
Connections to the world of practice of the course
Case examples during class from the essential literatures

Business Simulation Workshop

General data

Course code:	B19GMC02E
ECTS credits:	3
Type of the course:	General elective
Semester:	Spring
Course restrictions:	<i>none</i>
Course leader (with availabilities):	Márta Somogyvári somogyvari.marta@ktk.pte.hu Phone: +36 72 501 599/ 63384 Office: B 120
Further lecturer(s) (with availabilities):	Krabatné Fehér Zsófia +36 72 501 599/23145 feher.zsofia@ktk.pte.hu , Office:B120

1. Description and aims

The rationale of the Business Simulation Workshop is to provide an interactive learning tool for the acquisition of such managerial skills that are missing from traditional education. A business simulation demonstrates the connections between the different functional areas of a company, integrates them and allows for a comprehensive view, to see the “big picture”. The management (participants) operates a simulated firm, tries strategies, compete with each other in groups.

2. Intended Learning Outcomes (ILOs)

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

1. Examine the connection between functional areas of a company, (PILO 1)
2. Analyze a competitive market and the company’s market position and competing power,(PILO4)
3. Evaluate production, marketing and accounting data,(PILO3)
4. Create and judge business strategies,(PILO2)
5. Formulate decisions in uncertainty under time-pressure, (PILO7)
6. Construct decisions in team working.(PILO5)

3. Content, schedule

- Week 1. Introduction, student group formation, start of SNOW HOTEL trial game decision 1-2

- Week 2. SNOW HOTEL trial game decision 3-4..
- Week 3 Generic strategies, Snow Hotel cost leadership game 1. -3 decision, Report: Functional assessment of the company structure
- Week 4. Snow Hotel Cost leadership game 4-6 decision
- Week 5. Snow Hotel Cost leadership game end, result, Starting differentiation game 1-3 decision
- Week 6. Differentiation game 4-6 decision. Report: strategic plan for the competition
- Week 7. Snow Hotel 1. competition game 1-2. decision Report: strategy plan for the 1 competition
- Week 8. Snow Hotel 1. competition game 3-4. decision
- Week 9. Snow Hotel 1. competition game 5-6. decision. End of 1. competition game, Results.
- Week 10. Snow Hotel 2. competition game 1-2. decision Report: Strategy for the 2. competition game
- Week 11. Snow Hotel 2. competition game 3-4. decision
- Week 12. Snow Hotel 2. competition game 5-6. decision
- Week 13 Snow Hotel 2. competition game 7-8. decision. End of 2. competition game, results

4. Learning and teaching strategy, methodology

This module is delivered by using a two hour workshops via an easy-to-use online educational software SNOW HOTEL developed by EcoSym. The students work in groups make decisions together, every member is responsible for the decisions made by the group.

5. Assessment

Formative assessment elements:

Summative assessment elements:

Individual Assessment	%	Group Assessment	100%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Assignments	20	Report		no	yes	1,4,3
Competition result*	60			no	Yes	1,2,3,4,5,7
Generic strategy games result*	20			no	Yes	1,2,3,4,5,7

* Two competition mode games will be played, max. **30 points** can be received for each game based on the actual performance in the simulation game. Winning and second team gets 30 points in each competition. Third and more positions: $(\text{your points})/(\text{second team's points}) * 30$. The same grading philosophy will be used at the generic strategy games.

6. Learning materials

- ECOSIM: Snow Hotel manual
- Witcher, B.J: Absolute Essentials of Strategic Management. Routledge.2020

7. Further information

International aspects embedded with the course
-not applicable
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
ERS aspects: The simulation includes possible choices of projects, there are also greening projects (e.g. use of renewable energy technologies) that reduce the unitility costs of the hotel.
Connections to the world of practice of the course
-not applicable

COMPETENCE DEVELOPMENT

General data

Course code:	B19GMC04E
ECTS credits:	3
Type of the course:	general elective
Semester:	Spring, Semester 4 and 6
Course restrictions:	
Course leader (with availabilities):	<i>Edit Bányai, PhD</i> <i>banyai.edit@ktk.pte.hu</i> <i>+36 72 501 599/63373</i>
Further lecturer(s) (with availabilities):	

1. Description and aims

Module aims:

- to provide students with basic knowledge, skills and ethical and responsible attitudes to succeed in the future professional working environment
- to teach a set of skills grounded in behavioural science theory and research that are essential for a successful career in management.
- to develop students' soft skills for workplace success; personal and interpersonal skills, emotional intelligence, networking, teamwork, cooperation, decision-making, communication, and time management will help them become effective employees and managers.

2. Intended Learning Outcomes (ILOs)

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

1. distinguish the typical managerial skills, and understand the importance of their development (PILO 1)
2. learn and apply the theories of group dynamics; contribute positively to group (team) working (PILO 1)
3. define and contrast concerns and misunderstandings associated with emotional intelligence (EI), emotional-social intelligence (ESI); how emotions work to influence thought and behaviour; and how EI and ESI is learned and developed (PILO 1, 5, 6, 7, 8)

4. distinguished the different types of interpersonal conflict and apply the type-appropriate conflict resolution practices (PILO 6, 7, 8)
5. communicate intentionally and strategically in daily interactions to align their goals to outcomes and tailor messages to various audiences to maximize impact (PILO 6, 7, 8)
6. examine their influence through relationship building, understand the ethical aspect of behaviour (PILO 5,6,7,8)
7. engage in self-recognition regarding their personality type (PILO 7)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. The basic managerial skills (Core learning material: Preface)
2. Self-assessment based on the identified skills (Core learning material: Coursebook: Chapter 1: Developing Self-Awareness)
3. Developing Self-Awareness (Core learning material: Coursebook: Chapter 1: Developing Self-Awareness)
4. Developing Emotional Intelligence (Core learning material: Chapter 1: Developing Self-Awareness)
5. Interpersonal skills (Core learning material: Chapter 9: Building Effective Teams and Teamwork)
6. Building Relationships by Communicating Supportively – Communications Styles (Core learning material: Chapter 4: Building Relationships by Communicating Supportively)
7. Building Relationships by Communicating Supportively - Delivering Positive and Negative Feedback, Avoid Defensiveness and Disconfirmation in Interpersonal Communication (Core learning material: Chapter 4: Building Relationships by Communicating Supportively)
8. Managing Conflict (Core learning material: Chapter 7: Managing Conflict)
9. Gaining Power and Influence (Core learning material: Chapter 5: Gaining Power and Influence)
10. Motivating Others (Core learning material: Chapter 6: Motivating Others)
11. Managing Stress and Well-Being (Core learning material: Chapter 2: Managing Personal Stress)

12. Summary of what has been learned

4. Learning and teaching strategy, methodology

The teaching method focuses on experimental and practical experience, including classroom discussion, simulation, and training exercises. The course follows a skill-building approach, which helps students comprehend and apply effective study, communication and work skills through class discussion and encourage high student involvement (see CILO 1-7).

5. Assessment

Formative assessment elements:

A high emphasis is placed on participation in simulation exercises with subsequent coaching and feedback by both the teacher and classmates.

Each exercise consists of an activity designed to get students thinking about, practising, and discussing skills essential for career and personal success – soft skills.

Summative assessment elements:

Individual Assessment			70 %	Group Assessment		30 %
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs
Progress report	40%	written course and homework	Students have to fill in the Progress Report (word doc) developed for each Module.	no	No	7
Development plan	10 %	written homework	Students have to fill in the Development Plan (word doc) developed for each Module.			1,6,7
Written essay about a selected managerial skill	20%	written homework	<p>Students have to select a managerial skill; competence analyze it based on these aspects:</p> <ul style="list-style-type: none"> • How important are they among the managerial competencies? • In which business situations are they critical? • How they can be developed (tools, methods)? <p>Use scholarly sources, books and journal articles (minimum number of sources: 10).</p> <p>Projects must be carried out according to the rules of scientific</p>	There is one resit opportunity	no	1,

			work; students must follow appropriate scientific conduct at all times. Be careful and avoid plagiarism. Formal requirements: <ul style="list-style-type: none"> • Number of pages: 7-15 • Font size: 12 • Line spacing: 1.5 			
Class activities: Participation in trainings, simulations	5 %	oral course work	Classroom discussion, simulation and training exercises. Self and peer evaluation.	no	no	1, 2, 3, 4, 5, 6, 7
Class activities: Participation in discussions	25%	oral course work	Classroom discussion, simulation and training exercises. Self and peer evaluation.	no	no	1,2, 3, 4, 5, 6, 7

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

Students must pass all of these elements to have passed the Module, and they have to achieve a minimum of 51% of each component to pass it.

6. Learning materials

Essential

- D, A. Whetten, K. S. Cameron (2016): Developing Management Skills, 9th Edition, Pearson, ISBN-13: 9780133128116

Recommended

- Tom Rath (2007): StrengthsFinder 2.0 , Gallup Press; 1 edition (February 1, 2007), ISBN-13: 978-1595620156
- Dr Wesley E. Donahue (2018): Building Leadership Competence: A Competency-Based Approach to Building Leadership Ability ISBN-13: 978-1980818830
- Stephen R. Covey (2013): The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change
- Charles Duhigg (2014): The Power of Habit: Why We Do What We Do in Life and Business
- David Allen (2002): Getting Things Done: The Art of Stress-Free Productivity
- Fleming (2015): The Leader's Guide to Emotional Agility (Emotional Intelligence): How to Use Soft Skills to Get Hard Results FT Press, SBN-13: 9781292083049
- Nelson, Low (2011): Emotional Intelligence: Achieving Academic and Career Excellence in College and in Life, 2nd Edition, ISBN-13: 9780132782722

7. Further information

International aspects embedded with the course
Theoretical models
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
The module aims to provide students with the ethical and responsible attitudes to succeed in the future professional working environment, to be a skilled manager
Connections to the world of practice of the course
Traditional case studies, Use of own consulting / work experience

COMPETENCY CLINIC

General data

Course code:	B19GMC22E
ECTS credits:	3
Type of the course:	C - general elective
Semester:	Fall, 3 rd and 5 th semester
Course restrictions:	-
Course leader (with availabilities):	Dr. Tibor Füzy fuzy.tibor@ajk.pte.hu
Further lecturer(s) (with availabilities):	-

1. Description and aims

The passing of the knowledge required to acquire the skills and competence to be developed takes place during the semester in connection with the given tasks. The course's purpose is to help the students to acquire the proper knowledge and improve the skills required to work in their future profession. Thus, after completing the course, the student will be able to apply the knowledge acquired during the university studies within their given working environments. The training simultaneously helps to understand the methodology of the acquisition of the knowledge one needs in practice, to understand the learning process and assists in selecting the best method for the student.

2. Intended Learning Outcomes (ILOs)

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

1. cooperate with various professions, work at a consulting firm, apply the knowledge acquired during the university studies within their given working environments. (PILO 5)
2. profession based communication, communicational tools of persuasion, proper written and verbal communication at work (PILO 3, 5),
3. customer management, methods of lawful influencing of the contractual partner or counterparty (PILO 8),
4. interpret the business law in practice, the methodology for finding the applicable sources of law, commentary, and literature (PILO 1, 2),
5. complex problem solving, strategic planning (PILO 4),

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

- 1,/ Assessment of students' learning, information acquisition and decision making skills. Setting up a project-based education model. Forming student groups based on the results of the assessment, and creating a division of labour. Creation of "consulting firms" consisting of lawyers, economists, representatives of engineering professions.
- 2,/ Skills to improve: Complex problem solving, strategic planning, basics of operation in an organization. Due Diligence Report basics.
- 3,/ The connection between the enterprises, the public sector and the institutional body of the state and the internal logic of its operation, the regulatory background.
- 4,/ Profession based communication, communicational tools of persuasion, proper written and verbal communication at work.
- 5,/ Project management, fundamental methods of merchandising (information, knowledge, solution), cooperation of various professions. Improvement of consultancy skills in a group.
- 6,/ Customer management, methods of lawful influencing of the contractual partner or counterparty. (Science of persuasion)
- 7,/ Knowledge and acknowledge of the cultural attributes during work. Knowledge of the process of learning, becoming a conscious learner.
- 8,/ Business law in practice. Introducing to the United Nations Commission on International Trade Law (UNCITRAL)
- 9,/ Work on a foreign language in an international environment or workplace
- 10,/ Interpretation of law in practice, the methodology for finding the applicable sources of law, commentary, and literature
- 11,/ Fundamental rules of logical thinking, application of the acquired knowledge
- 12,/ Basics of drafting and interpreting of contracts and professional reviews
- 13,/ Closing of projects, the announcement of results. Individually assessing the development of the students' learning, information acquisition and decision-making skills, and providing advice on further development.

4. Learning and teaching strategy, methodology

Principal teaching methodologies:

The Competency Clinic, by being a complex system that utilizes the results of clinical education using the theoretical knowledge already acquired during the academic training by the students in real working environments, in teams with the help of practitioners of various but interrelated professions under the guidance of tutors with knowledge on the related know-how, educates students on a project basis. Vocation oriented, student-centred, problem-solving, interactive teaching-learning method. The student groups, according to the terms framed by real-life cases selected by the tutors, establish workgroups, theoretical companies and prepare technical decisions, draft contracts and give professional counsel. By doing so, students of different faculties establish contact with each other by negotiating and trying to reach the best negotiating position by convincing the other party doing so reach the most economical decision. In the case of a legal dispute, they prepare the necessary steps to find the most effective way to solve it. They have to prepare a due diligence report.

The subject of the project: The 'advisory firms' (student groups) based on the agreement of the other sides design an object to merchandise, design the cost of production, provide counsel to perform economic calculations, defend the intellectual property, elaborate the conditions for funding needed for operation and achieve the most advantageous positions of the economic relationship between each other, advising the establishment of the contractual background needed for the whole operation.

The execution of the project takes the period time between the 2nd and 12th weeks.

5. Assessment

Formative assessment elements: one written preparation paper related to the project

Summative assessment elements: conducting one client or management interview, write due diligence report and make its oral presentation

Individual Assessment			65%	Group Assessment			35%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
Due Diligence Report own part	30%	written, individual	put in writing his/her part of the DD.	yes	no	CILO 4,5	
Due Diligence Report Executive Summary	35%	written, group	work together with teammates on the final conclusion	yes	no	CILO3	
Conducting an Interview	15%	oral, individual	conducting an interview with the client or member of the management	yes	no	CILO 2	
Due Diligence oral presentation	20%	oral, individual	presentation of its own part and final conclusion of the DD	yes	no	CILO 1,2	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

IBA Corporate and M&A Law Committee Legal Due Diligence Guidelines (Main focus on Legal, Accounting/financial, Commercial (or market), Operational, Valuation due diligence)

- Recommended

The Concept of 'Due Diligence' in the UN Guiding Principles on Business and Human Rights. European Journal of International Law, Volume 28, Issue 3, August 2017, Pages 899–919, <https://doi.org/10.1093/ejil/chx042>

7. Further information

International aspects embedded with the course
Case study of an International and Hungarian company with issues around export, and its international supply chain
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Sustainability of the product, customer management, ethics and law
Connections to the world of practice of the course
Project-based work with international advising firms

Data Analysis in R

General data

Course code:	B19GMC05E
ECTS credits:	3
Type of the course:	General elective
Semester:	Autumn, Semester 3 and 5
Course restrictions:	<i>Completed Probability and Statistics course is recommended, any programming experience is useful but not a requirement</i>
Course leader (with availabilities):	Dániel Kehl, Dr. kehld@ktk.pte.hu +36 72 501 599/ 63144
Further lecturer(s) (with availabilities):	-

1. Description and aims

The module aims to introduce an open-source script based statistical computing and visualisation environment. Data analysts need tools that operate in many different environments and are capable of handling large datasets. One of these tools is the R project. The course aims to support students to develop basic programming skills. Besides learning basic syntax of the language, the course focuses on classical and even interactive visualisation tools.

2. Intended Learning Outcomes (ILOs)

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

1. competently read and write basic data analysis code in R, *(PILO3 and 7)*,
2. write dynamic reports in R *(PILO6)*,
3. confidently handle basic building blocks and syntax of R *(PILO3)*,
4. analyse data at an advanced level *(PILO4)*,
5. select the appropriate technique and method for the solution of such problems *(PILO3)*,
6. articulate the benefits of programming *(PILO2)*.

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. R and RStudio, getting started (RC2E – Ch 1, R4DS – Ch 1-2)
2. Basic elements of the R language, scalars, vectors, strings, factors, data frames, lists (RC2E – Ch 2, R4DS – Ch 4, 10)
3. Navigating in R (RC2E – Ch 3, R4DS – Ch 6)
4. Reading data into R (RC2E – Ch 4, R4DS – Ch 11)
5. Describing and exploring data (RC2E – Ch 9, R4DS – Ch 7)
6. Visualisation (RC2E – Ch 10, R4DS – Ch 3)
7. Working with factors, strings and dates (RC2E – Ch 7, R4DS – Ch 14-16)
8. Writing custom functions (RC2E – Ch 15, R4DS – Ch 19)
9. Linear models in R (RC2E – Ch 11, R4DS – Ch 23-24)
10. Simple time series analysis (RC2E – Ch 14)
11. Communicate results, R Markdown (RC2E – Ch 16, R4DS – Ch 27)

4. Learning and teaching strategy, methodology

Principal teaching methodologies: pre-reading of book chapter, student presentation, in-class discussion, hands-on in class programming

The essential learning materials are two very widely used handbooks available online for free. Students are expected to read chapters before class and try to answer related questions (CILO 1, 3). In class we discuss problems from the book especially those that were problematic and solve business problems with R (CILO 5, 6). More advanced data (compared to the courses Probability and Statistics and Business Statistics) analytic techniques are discussed (CILO 4). By the end of the semester students set up their own data analysis projects and present their results (CILO 1, 2, 3, 6).

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the program code of practical exercises solved at home and during the classes, QA session before midterm test, and drop-in office hours.

Summative assessment elements:

Individual Assessment			100%	Group Assessment			0%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	

Midterm	50%	Individual written exam	A written exam in R with various data analysis problems	one retake opportunity	yes	1, 2, 4, 5
Project	50%	Individual oral presentation	Students bring their own data analysis problems and solve them in R	one retake opportunity	yes	3, 6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

LONG, J. D., TEETOR, P. (2019): R Cookbook, 2nd Edition, <https://rc2e.com/>

WICKHAM, H., GROLEMUND, G. (2021): R for Data Science, <http://r4ds.had.co.nz/>

- Recommended

BERENSON, M. L., LEVINE, D., SZABAT, K., AND STEPHAN, D. (2020): Basic Business Statistics: Global Edition 14/e, ISBN: 978-0134684840

DE BROUWER, P. J. S. (2020): The Big R-Book: From Data Science to Learning Machines and Big Data, ISBN: 978-1119632771

7. Further information

International aspects embedded with the course
Not relevant to this course
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Not relevant to this course
Connections to the world of practice of the course
Course leader shares own consulting, data analysis and research experiences.

Environmental economics

General data

Course code:	B19GMC06E
ECTS credits:	3
Type of the course:	General elective
Semester:	Spring, semester 2 or 4
Course restrictions:	-
Course leader (with availabilities):	Katalin Erdős erdosk@ktk.pte.hu +36 72 501 599/ 63134
Further lecturer(s) (with availabilities):	-

1. Description and aims

Economic growth and environmental pollution seem to go hand-in-hand. Global issues give alarming signs of ecological and social crises. This course aims to provide the students with an understanding of basic concepts and principles of environmental economics. The structure of the course enables the students to understand and critically analyze global issues and the potential answers to them. It also provides them with the knowledge required for intermediate studies in environmental economics.

2. Intended Learning Outcomes (ILOs)

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

1. explain core issues in the field of environmental economics (*PILO1*),
2. evaluate the applicability of theories in the changing global environment (*PILO2*),
3. examine the characteristics of efficient pollution control policies (*PILO4*),
4. design and carry out effective small-scale research (*PILO7*),
5. propose solutions to complex issues related to environmental pollution (*PILO1,6,8*),
6. model the costs and benefits of pollution control policies (*PILO3*).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following twelve chapters:

1. Introduction, visions of the future
2. The economic approach: Property rights, externalities and environmental problems
3. Evaluating trade-offs: Benefit-cost analysis and other decision-making metrics
4. Valuing the environment: Methods
5. Economics of pollution control: An overview
6. Stationary-source local and regional air pollution
7. Climate change
8. Mobile-source air pollution
9. Water pollution
10. Toxic substances and environmental justice
11. History of environmental protection: Sustainability and welfare issues
12. Visions for the Future Revisited

4. Learning and teaching strategy, methodology

Principal teaching methodologies: quizzes, case study analysis, in-class discussion

Seminars will be introduced by a quick quiz on basic facts and causations related to the topic to be discussed to awaken students' interest and increase their sensibility on global issues. Following this, students must work in groups on real-life examples and case studies that help them practically apply theoretical concepts of environmental economics and develop critical thinking on comprehensive issues in this field. Groups then share their solutions that demonstrate both the knowledge of general theory and the individual approach of the groups.

5. Assessment

Formative assessment elements: Real-life or hypothetical case studies are processed in groups in order to enhance a better understanding of theoretical concepts and support the understanding of the application of policy tools in practice. The solutions are discussed and feedback on the groups' solutions is provided by peers and the lecturer.

Summative assessment elements:

Individual Assessment	70%	Group Assessment	30%
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Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Groupwork in class	30%	coursework	Groups are requested to contribute to the complete solution of the in-class work.	no	no	1,2,3,5,6
Individual research assignment	70%	coursework	In the assignment, the student has to critically discuss an issue in the field of environmental economics based on individual data collection and theoretical concepts.	one resubmission opportunity	yes	4,5

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

David A. Anderson (2014): *Environmental Economics and Natural Resource Management*. London, New York: Routledge. 4th edition

Tom Tietenberg – Lynne Lewis (2015): *Environmental & Natural Resource Economics*. Pearson Education. 10th edition

- Recommended

Edward B. Barbier (2005): *Natural Resources and Economic Development*. Cambridge University Press.

Katalin Erdős (2014): *Environmental Economics*. Faculty of Business and Economics, University of Pécs (e-book)

Roger Pearman – Yue Ma – Michael Common – David Maddison – James McGilvray (2011):

Natural Resource and Environmental Economics. Pearson Education. 4th edition

7. Further information

International aspects embedded with the course
Cases of pollution and pollution control policies are discussed, including their international dimension.

Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
The whole course is dedicated to sustainability, including ethics and responsibility issues in environmental economics. Topics related to air pollution and climate change, water pollution, toxic substances and environmental justice are discussed.
Connections to the world of practice of the course
Guest speakers help to demonstrate the company-level realization of environmental policies and their consequences.

Game of Stocks

General data

Course code:	B19GMC08E
ECTS credits:	3
Type of the course:	General elective
Semester:	Spring
Course restrictions:	-
Course leader (with availabilities):	<i>Ákos Tóth-Pajor</i> toth-pajor.akos@ktk.pte.hu
Further lecturer(s) (with availabilities):	-

1. Description and aims

This module aims to examine theories and practices of equity investment. Game of Stocks is a virtual stock market competition with the purpose to promote financial literacy and self-care among the students of the University of Pécs, to connect students with future employers through networking events, and to develop them into exceptional analysts concerning equities. The course provide real world financial experience in the field of equity investment. Thus, it prepares students for the real world investment and analysis situations.

2. Intended Learning Outcomes (ILOs)

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

1. Demonstrate high level of financial literacy (PILO1) ;
2. Develop investment strategies concerning equity investment, ESG investment and sustainable investment (PILO8);
3. Apply analytical methods for equity valuation (PILO3);
4. Judge the risks of an investment (PILO3).

This module will call for the successful student to demonstrate:

5. Model the fundamental value of an equity (PILO3);
6. Apply technical analysis to assess the performance of an equity (PILO3);
7. Criticise the applicability of the different investment strategies (PILO4).

3. Content, schedule

- Money management
- Psychology of trading
- Fundamental analysis
- Technical analysis
- Asset pricing
- Mathematical applications in finance
- Day trading
- Algorithm trading
- Strategies for equity investment
- ESG investment, sustainable investment
- Risk management

4. Learning and teaching strategy, methodology

In every week, we organize guest lectures about one of the syllabus topics. We choose guest lecturers from the corporate partners of our university, but we also provide opportunity for the faculty members with similar research interest. Students have to take part in a stock market competition, which is organized on the MarketWatch Virtual Stock Exchange, where they can challenge themselves by developing their own investment strategy based on real time data.

The students participate at the weekly meetings, workshops and guest lectures, where they can acquire the crucial skillset needed to make their own investment decisions and they can discuss the results of their investment strategies. In one of the weekly meetings, students have to deliver a presentation about their investment decisions on the virtual stock exchange. After the presentation, we discuss the pros and cons of their decisions with them.

At the end of the semester, students have to write a report about their investment policy. On the last weekly meeting, we organize a “coursework surgery” to provide feedback about the drafts of their investment policy report. If the finalized report is not accepted, students have the opportunity to rewrite the report until the end of the exam period.

5. Assessment

Formative assessment elements:

- Feedback on the investment decisions made on the virtual stock exchange
- Review of the investment policy report drafts in a “coursework surgery”

Summative assessment elements:

Individual Assessment			100%	Group Assessment		0%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs
Individual presentations about investment decisions made on the virtual stock exchange	40%	Oral/Individual	Students have to deliver a 5-minute presentation about their investment decisions made on the virtual stock exchange, in which they describe the analytical methods they used to evaluate the equities and they outline their money management strategy	one retake opportunity	Yes	3,5,6
Individual 2500 word report	60%	Written/Individual	Students have to write a report about their investment policy, in which they describe the specific attributes of their investment policy (time horizon, levels of diversification, currency of settlements, etc.) and they evaluate their performance on the virtual stock exchange based on the absolute and risk-adjusted returns. In the report, students have to outline the psychological aspects of their decisions and they have to assess the risks involved in their investment policy. We notify students about the acceptance of the report in 3 days after the submission. If the report is not accepted, students have the opportunity to rewrite the report once after the rejection until the end of the exam period.	One retake opportunity	Yes	1,2,4,7

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Zvi Bodie, Alex Kane, Alan J. Marcus: "Investments", Sixth Edition, Irwin, 2005.

- Recommended

Warren E. Buffett: Berkshire Hathaway letters to shareholders 1965-2017

<http://www.berkshirehathaway.com/letters/letters.html>

Benjamin Graham: The intelligent investor

Peter L. Bernstein: Capital Ideas: The Improbable Origins of Modern Wall Street

Damodaran: Investment Valuation

Walter Isaacson: Steve Jobs

Seth Klarman: Margin of safety

Edwin Lefèvre: Reminiscences of a Stock Operator

Jack Schwager: Market Wizards series

Thomas J. Stanley és William D. Danko: The Millionaire Next Door

T. Harv Eker: Secrets of the Millionaire Mind

George Soros: Alchemy of Finance

7. Further information

International aspects embedded with the course
Case examples, case studies about the international financial markets
Guest lectures from international faculty
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Case examples, case studies about ESG investment and sustainable investment
Guest lectures about ESG finance and sustainable investment
Connections to the world of practice of the course
Talks from practioners during class

Financial Accounting

General data

Course code:	B19GMC07E
ECTS credits:	7
Type of the course:	General elective
Semester:	spring
Course restrictions:	Introduction to Accounting module is advised to be completed before registering to this course.
Course leader (with availabilities):	Gábor Márkus, Dr. markus@tkk.pte.hu +36 72 501 599/ 23199
Further lecturer(s) (with availabilities):	-

1. Description and aims

This module aims to examine basic theories and practices of the International Financial Reporting System (IFRS). Based on the discussion of the related key expressions and techniques, it helps students understand the IFRS system and the financial statements of large international companies, as well as the relationship between them. This module also assists students in developing practical skills such as recording book-keeping entries, valuating corporate assets, and liabilities, comparing different methods (i.e. revaluation model, fair valuation model), and showing their effects on the financial statements of the firm.

2. Course Intended Learning Outcomes (CILOs)

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

1. Use the main principles and key expressions of the International Financial Reporting System (IFRS) (*PILO1*),
2. Compare different accounting methods (revaluation model, fair valuation model, etc.) (*PILO2*),
3. Record usual transactions in the book-keeping system (*PILO3*),
4. Determine the valuation techniques on the firm's assets, equity, liabilities, revenues, and/or expenses (*PILO3*)
5. Evaluate the impact of transactions on the firm's assets, equity, liabilities, revenues, and/or expenses (*PILO3*),

6. Explain the relationship between the book-keeping system and the financial statements of the firm (PILO3),
7. Explain the effects of different accounting methods on financial statements (PILO4).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following nine chapters:

1. Basic expressions and definitions in the IFRS
2. Accounting for Property, Plant and Equipment (IAS 16)
3. Accounting for Inventories (IAS 2)
4. Accounting for Financial instruments (IFRS 9)
5. Borrowing Costs (IAS 23)
6. Revenue from Contracts with Customers (IFRS 15)
7. Leases (IFRS 16)
8. Accounting for receivables, liabilities, and cash
9. Accounting for production costs

4. Learning and teaching strategy, methodology

This module is delivered via a combination of lectures and practical exercises. The weekly classes are divided into two parts: the first part is a lecture, which is deployed to introduce the theoretical background, main concepts, and issues related to the given topic, while the second part is used to discuss practical problems and to solve practical exercises.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes.

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Midterm exam	40%	exam	A written exam based on chapters 1-5, containing 3-5 questions.	one retake opportunity	yes	1,2,6,7

Final exam	60%	exam	A written exam based on chapters 6-10, containing 5-6 questions.	one retake opportunity	yes	1,2,3,4,5,6,7
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* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

TAKÁCS, A.; MÁRKUS G. (2018): "The basics of IFRS", University of Pécs, Faculty of Business and Economics; notes

7. Further information

International aspects embedded with the course
The course focuses on the theories and practices of the International Financial Reporting System (IFRS).
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Creative accounting and income smoothing techniques are addressed. During the discussion of the chapters, the issues of ethics and responsibility in the accounting activities are highlighted.
Connections to the world of practice of the course
Company examples for complex accounting issues. Course materials are based on current effective legal regulations.

INTRODUCTION TO CIRCULAR ECONOMY

General data

Course code:	B19GMC23E
ECTS credits:	3
Course type:	General elective
Semester:	fall
Course restrictions:	-
Course leader (with availabilities):	Péter Merza, Dr. merza.peter@ktk.pte.hu +36 72 501 599/ 23114
Further lecturer(s) (with availabilities):	

1. Description and aims

This module aims:

- to improve knowledge about the differences between linear and circular economies and ecosystems, to develop the skills related to circular business model development, to develop sustainability based decision-making,
- to give information and knowledge about the 'European Green Deal', its importance and implication in today's business processes,
- to improve knowledge about the European Union's green-, environment-, climate-, waste-, energy- and transportation policies,
- to raise the awareness of the importance of sustainable development, to raise conscious decision-making in business planning and implementation based on environmental and sustainability principles.

2. Course Intended Learning Outcomes (CILOs)

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

21. understand the importance and classify the main elements of circular and linear economy and business ethics related to environment protection, i.e. theoretical and conceptual knowledge increase (*PILO1*),
22. understand and know the principles and trends of the European Green Deal, namely the European Union's environmental-, climate-, waste-, energy-, transportation policy and their effects on macro and micro level economic and business planning (*PILO1*),
23. learn and apply the general principles for sustainable development planning and business development (*PILO2*),
24. compare and contrast the differences and similarities of the traditional linear and the circular business planning mainly the context of the European Union (*PILO2, PILO3*),

25. understand why circular planning, sustainability, climate-neutral economy and zero-waste economic philosophies have become the core principles of ethical macro level economic and corporate level business planning (*PILO8*),
(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following twelve (12) chapters:

- 1) The evolution of the European Union's environmental and green policy
- 2) Environmental Action Programmes 1 to 7
- 3) The 8th Environmental Action Programme
- 4) The origins of the European Green Deal
- 5) Introduction of the European Green Deal
- 6) Circular Economy and the 4th Industrial Revolution
- 7) The Cohesion Policy of the European Union from the perspective of the cleantech sector
- 8) The European Energy Policy
- 9) The European Transportation Policy
- 10) The European Green Deal: Recycling and the reduction of wastes in Europe
- 11) Financial subsidies for cleantech projects in the European union member states
- 12) International and Innovative cleantech projects: The Interreg Programme and the Horizon Europe Programme

4. Learning and teaching strategy, methodology

The teaching methods include lectures, cases and analysis of circular economy projects. A group assignment is planned, in which the student in groups of four are asked to develop a project reflecting the philosophy of circular economy to any selected topic.

Assessment

Teaching methods include classroom presentation, discussion and simulation. High emphasis is placed on participation in common thinking-discussion considering the comparison of linear / circular process planning and business model development, in which feedback by both the teacher and the groupmates are given.

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Final exam	50%	exam	A written exam based on the presentations and literature provided during the course	one retake opportunity	yes	1, 2, 3, 4, 5
Course Work, project development and presentation	50%		See below in details:		yes	3,4,5
group work /	25%	Elaboration and presentation	Every group has to develop and and present	date of presentation cannot be	no	3,4,5

<i>project development</i>		of a circular economy philosophy based project	a project at the end of the semester.	rescheduled, but one retake opportunity is provided for half points		
<i>class room activity</i>	25%	participation in classroom activity, in the flow of the course	development of common knowledge and skills in classroom discussions		no	3,4,5

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

5. Learning materials

Required reading material:

- *Circular Economy Action Plan: for a Cleaner and More Competitive Europe (2020)* 28 p. European Commission, DG Communication, ISBN: 978-92-76-19070-7
- Presentations of the lectures.

Optional reading materials:

- *National Energy and Climate Plans for 2021-2030 under the EU Energy Union (2020)* 124p. Joint Research Centre of the EU. European Commission. ISBN 978-92-76-27013-3

Additional information:

- Control questions are provided regarding the core information of each topic.

6. Further information

International aspects embedded with the course
<ul style="list-style-type: none"> ➤ The course follows the international best-practices of circular economy philosophies and circular economy/business development. ➤ In addition to the focus of analyzing circular economy in the framework of the European Green Deal, the course provides Asian and US examples of circular economy policies and project sas well.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
<ul style="list-style-type: none"> ➤ The whole course is built on the environmental-social-economic ERS philosophy and policy of the 2020's, therefore ERS is the fundamental principle of the course.
Connections to the world of practice of the course
<ul style="list-style-type: none"> ➤ In the framework of the course the actual EU policies and practices are introduced as well as existitng projects and initiatives with circular economy relevance. Students are expected to learn the basics of generating projects on circular economy principles.

Introduction to Entrepreneurship

General data

Course code:	B19GMC09E
ECTS credits:	3
Type of course:	general elective
Semester:	fall
Course restrictions:	-
Course leader (with availabilities):	Zsolt Bedő, Dr. bedo.zsolt@ktk.pte.hu +36 72 501 599/ 23436
Further lecturer(s) (with availabilities):	Virgínia Balogh Balogh.virginia@ktk.pte.hu

7. Description and aims

The module introduces students to the startup world, which shapes today's global economy to a great extent. Students will be exposed to real life challenges that they have to discover on their own in the process of opportunity seeking and recognition, complemented by the research of the latest trends in technology. Via this experiential learning method students will build their own startup business concept using state of the art methods, which also require them to step outside of their own comfort zone and to conduct business concept validation actions in the real life environment. It will be necessary for all participants to build the Minimum Viable Product version of the product or service that they think is valuable on the market not just to map out the business on paper.

2. Course Intended Learning Outcomes (CILOs)

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

1. Understand the global startup world and its impact on the global economy. *(PILO1)*
2. Apply the method of opportunity seeking and recognition. *(PILO2)*
3. Apply the method of business model and value proposition generation method. *(PILO2)*
4. Analyze business opportunities that emerge from different socio-economic challenges. *(PILO4)*
5. Evaluate feedback from future users given to the MVP produced by students *(PILO3)*
6. Create product and service concepts that can serve as a base for venture capital inclusion into their startup business. *(PILO5)*

7. Pull together resources in order to succeed in the product and or service building process (PILO5)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following ten chapters:

1. Introduction tot he startup world
2. Team formation, opportunity seeking and recognition
3. Value proposition
4. Product – market fit
5. Minimum Viable Product
6. MVP testing, hypothesis testing
7. Profitability and scalability
8. Revenue model and cost structure
9. Engaging your customers
10. Pithing your business concept

4. Learning and teaching strategy, methodology

This module applies Experiential lerning method, which implies that students are required to actively engage in the so called learning by doing activity. After understanding the concept of startups and the business model generation along with the lean methodology students have to start building their own business concept while experiencing the theoretical underlying in operation. Students have to engage with the stakeholders of the real life business environment to test their product, servide and business concepts. Being able to gether information during these validation events and to be able to process, analyze the gathered information will be crucial to succeed. Students at the end of the course will have the opportunity to pitch their business idea to real life venture capitalist. If their concept is viable investors might provide further funding to take the business tot he next phase.

5. Assessment

Formative assessment elements: Oral feedback on in-class activities, and on the weekly project progress.

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Group business model	60%	report	canvas, expanded material on the business model	one retake opportunity	yes	1,2,6,7
Supporting documentation	20%	documents	Bug list, MVP, Personas, Validation documents	one retake opportunity	yes	1,2,3,4
Pitch	15%	oral	in the framework of the final pitch presentation event	non	yes	4, 5, 6
Class participation	5%			non	yes	6, 7

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

Alexander Osterwalder & Yves Pigneur: Business Model Generation, 2010, ISBN: 978-0470-87641-1

Dan Senor and Saul Singer Start Up Nation, 2011.

Eric Ries: Lean Startup, 2010.

THE NUTS & BOLTS OF GREAT BUSINESS PLANS, Michael H. Morris

All templates and tutorial will be accessible in the <https://openup.pt.e.hu/feed> platform's project room.

HBR articles distributed during the semester

Further sources of information on the startup ecosystems:

<https://startupstash.com/>

<https://www.businessinsider.com/>

<https://www.entrepreneur.com/>

<https://yourstory.com/>

<https://startup.google.com/stories/>

<https://www.startupdeals.tech/>

<https://www.fundz.net/startup-companies-ultimate-guide>

<https://www.seedtable.com/>

<https://angel.co/>

<https://sifted.eu/>

<https://www.startupranking.com/>

<https://www.beststartup.co.uk/>

<https://500.co/>

<https://medium.com/startup-foundation-stories>

<https://startup.info/>

<https://www.forentrepreneurs.com/>

7. Further information

International aspects embedded with the course
Guest speakers are invited from other HEIs, where entrepreneurship development activities are intensive. E.g.: Ohio University, Babson College, Woxen University, University of Potsdam, etc.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Students are strongly encouraged to focus on the UN SDGs as the source of global problems when engaging in opportunity seeking and recognition exercises.
Connections to the world of practice of the course
Startups, CVs, representatives of incubators and accelerators are invited as guest speakers via online means. Also students are required to engage in real life market validation exercises within the framework of the course, which is a major part of their evaluation.

NATURAL RESOURCE ECONOMICS AND CSR

General data

Course code:	B19GMC11E
ECTS credits:	3
Type of the course:	general elective
Semester:	Spring, semester 2 or 4
Course restrictions:	-
Course leader (with availabilities):	Katalin Erdős erdosk@ktk.pte.hu +36 72 501 599/ 63134
Further lecturer(s) (with availabilities):	Petra Rác-Putzer putzerp@ktk.pte.hu +36 72 501 599/ 23129

1. Description and aims

Ecosystem services provide the very basics of survival for humanity and that of economic growth. Overexploitation of resources is critical, and transition towards sustainable development requires action from policymakers and business managers alike. This course provides the necessary knowledge and skills to support sustainable economies, societies and the environment. Corporate Social Responsibility (CSR) aspects will be explored in the context of natural resource economics to enable students to act responsibly in their professional lives.

2. Intended Learning Outcomes (ILOs)

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

1. explain core issues in the field of natural resource economics (*PILO1*),
2. evaluate the applicability of theories in the changing global environment (*PILO2*),
3. examine the characteristics of efficient natural resource use practices (*PILO4*),
4. design and carry out effective small-scale research (*PILO7*),
5. propose solutions to complex issues related to the exploitation of natural resources (*PILO1,6,8*),

6. model the costs and benefits of natural resource use (PILO3).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following twelve chapters:

1. Dynamic efficiency and sustainable development. Depletable resource allocation: The role of longer time horizons, substitutes, and extraction cost
2. Energy: The transition from depletable to renewable resources
3. Recyclable resources: Minerals, paper, bottles, and e-waste
4. Water: A confluence of renewable and depletable resources
5. A locally fixed, multipurpose resource: Land. Storable, renewable resources: Forests
6. Common-pool resources: Commercially valuable fisheries. Ecosystem goods and services: Nature's threatened bounty
7. Theoretical basics of Corporate Social Responsibility (CSR)
8. Corporate Social Initiatives: Six Options for Doing Good
9. Motivations and dark side of CSR
10. Best Practices for Doing the Most Good for the Company and the Cause
11. CSR reports and measurement
12. CSR – a marketing approach

4. Learning and teaching strategy, methodology

Principal teaching methodologies: quizzes, case study analysis, in-class discussion

Seminars will be introduced by a quick quiz on basic facts and causations related to the topic to be discussed to awaken students' interest and increase their sensibility on overexploitation of natural resources and the related responsibility of firms. Following this, students must work in groups on real-life examples and case studies that help them practically apply theoretical concepts of natural resource economics and CSR and develop critical thinking on comprehensive issues in these fields. Groups then share their solutions that demonstrate both the knowledge of general theory and the individual approach of the groups.

5. Assessment

Formative assessment elements: Real-life or hypothetical case studies are processed in groups in order to enhance a better understanding of theoretical concepts and support the understanding of the application of policy tools in practice. The solutions are discussed and feedback on the groups' solutions is provided by peers and the lecturer.

Summative assessment elements:

Individual Assessment			80%	Group Assessment			20%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs	
Groupwork in class	20%	coursework	Groups are requested to contribute to the complete solution of the in-class work.	no	no	1,2,3,5,6	
Individual research assignment on natural resource economics	40%	coursework	In the assignment, the student has to critically discuss an issue in the field of environmental economics based on individual data collection and theoretical concepts.	one resubmission opportunity	yes	4,5	
Individual research assignment on CSR	40%	coursework	In the assignment, the student has to critically discuss an issue in the field of CSR based on individual data collection and theoretical concepts.	one resubmission opportunity	yes	4,5	

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Tom TIETENBERG – Lynne LEWIS (2015): *Environmental & Natural Resource Economics*. Pearson Education. 10th edition

Kotler, PHILIP – Lee, NANCY (2004): *Corporate Social Responsibility – Doing the Most Good for Your Company and Your Cause*. John Wiley & Sons

- Recommended

Edward B. Barbier (2005): *Natural Resources and Economic Development*. Cambridge University Press.

Roger Pearman – Yue Ma – Michael Common – David Maddison – James McGilvray (2011):

Natural Resource and Environmental Economics. Pearson Education. 4th edition

7. Further information

International aspects embedded with the course
Cases of natural resource use are discussed, including their international dimension.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
The whole course is dedicated to sustainability, including ethics and responsibility issues in natural resource economics. Topics related to depletable and renewable resource use are discussed, including water and land use, forest and fishery management, fossil fuels, and renewables. Corporate social responsibility highlights the company-level realization of sustainability goals.
Connections to the world of practice of the course
Guest speakers help to demonstrate the company-level realization of sustainable natural resource use and CSR in practice.

REGIONAL ECONOMICS

General data

Course code:	B19GMC12E
ECTS credits:	3
Type of the course:	general elective
Semester:	Spring, Semester 4
Course restrictions:	-
Course leader (with availabilities):	Norbert Szabó, szabon@ktk.pte.hu +36 72 501 599/ 23382
Further lecturer(s) (with availabilities):	-

1. Description and aims

The module aims to introduce the basic principles of regional economics by discussing the role of space in economics at the micro and macroeconomic levels. At the micro level, the lecture will allow students to get a deeper knowledge of the logic of economic decision-making extended by localities. At the macro level, students will better understand how the system of cities and regions work, and how spatial inequalities, local growth and its sustainability can be dealt with and fostered by different policies. By completing group works and exercises, the course will provide students a better understanding of the economic processes going on in the local economy both at the micro and macro levels.

2. Intended Learning Outcomes (ILOs)

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

1. Explain the basic theories of regional economic development (*PILO1*),
2. Examine the different approaches of theories on the role of space in economic development (*PILO1*),
3. Distinguish the key factors that can affect local economic growth and account for the potential consequences of growth (*PILO1, PILO8*),

4. Use the basic methodological tools in local economic analysis (e.g. location quotient) (*PILO2, PILO3*),
5. Deduct relevant conclusions from applied teamwork exercises designed for spatial economic problems (*PILO3, PILO5*),
6. Criticize the different local economic development approaches (*PILO4*).
7. Evaluate the potential of different policies aimed at fostering local growth and its sustainability (*PILO3*)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Introduction to Regional economics. Schedule of the semester. Discussion of requirements. The main topics of spatial economics.
2. Location choice theory. Objectives. Factors. Transportation cost.
3. Spatial competition. Market area. Hotelling model. Spatial price discrimination.
4. External economies, agglomeration, urbanization, why do cities exist?
5. Rural land use – the von Thunen model
6. Urban land use - the monocentric city
7. Urban growth and sustainability
8. Location of urban places – Theory of central places
9. Regional development - the role of demand
10. Regional development - the role of supply and factors
11. Regional development – the role of innovation
12. Regional factor movements

4. Learning and teaching strategy, methodology

Principal teaching methodologies:

The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces behind regional economics. Students are required to follow the study material throughout the course. Active participation in class discussions and group works as well as completing occasional quizzes require them to come to classes prepared. Students are encouraged

to raise their questions which drive the sessions to those parts of the topic which are less clear for them. Group works drive students to apply their knowledge to real or imaginary situations of international trade policies. (LOs 1,2,3,4,5,8)

5. Assessment

Formative assessment elements:

Oral feedback on in-class activities, discussion of the solution of practical exercises and simulation games in the classes, online quiz games (e.g. Kahoot) occasionally. (LOs 1,2,3,5,8)

Summative assessment elements:

Summative assessment of the course is split into three parts and consists of groupworks, a midterm and a final exam. Groupworks focus on the application of knowledge in real of imaginary situations and on identifying the essential points of theories on the basis of real economic data. The mid-term exam focuses on the first half of the topics , while the final exam focuses mainly on the second half of the topics however questions from the first half can be expected with a smaller weight. Both 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 (around 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, 8)

Resit opportunities

There is one resit opportunity for the midterm and final exams during the exam period.

Individual Assessment			75%	Group Assessment			25%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
Case study, groupwork	25%	Group/written/coursework	Case studies and small teamworks regarding collecting local economic data and application of theoretical knowledge	No	No	1,2,3,5,8	
Midterm exam	25%	Individual/ written/exam	14% multiple choice questions 84% essay questionse	One retake opportunity in the exam period	Yes	1,2,3,4,8	
Final exam	50%	Individual/ written/exam	14% multiple choice questions	One retake opportunity in the exam period	Yes	1,2,3,4,8	

			84% essay questionse			
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* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Edwards, Mary E. (2007): Regional and Urban Economics and Economic Development. Theory and Methods. Taylor & Francis.

- Recommended

Capello, Roberta (2016): Regional Economics. Routledge.

Erdős, Katalin – Szabó, Norbert – Veréb-Miskolci, Zsófia – Varga, Attila (2022): Assessing the spatial economic impacts of the university of Pécs with the GMR-Hungary model. Regional Science Policy and Practice, Under Review.

McCann, Philip (2013): Modern urban and regional economics. Oxford University Press.

Pyke, Andy - Rodriguez-Pose, Andrés – Tomaney, John (2017): Local and Regional Development. Routledge, New York.

Szabó, Norbert – Farkas, Richárd – Varga, Attila (2021): The economic effects of passenger transport infrastructure investments in lagging regions. Would the increase in commuting be beneficial for regional development? Growth and Change, Vol. 54, No. 4, pp. 2099-2123. DOI: 10.1111/grow.12516

7. Further information

International aspects embedded with the course
Local sources of competitiveness in the global competition is discussed in class (localization, globalization, the global-local paradox).
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
Regional inequality and related policy issues are discussed in class.
Urban growth and urban sustainability is one of the topics discussed in the class including the aspects of the environment, income distribution and economic growth and the most important dilemmas regarding them.
Connections to the world of practice of the course
Not relevant to this course.

SUSTAINABILITY IN THE 21ST CENTURY

General data

Course code:	
ECTS credits:	3
Type of the course:	general elective
Semester:	Fall, semester 1 st or 3 rd
Course restrictions:	-
Course leader (with availabilities):	Katalin Erdős erdosk@ktk.pte.hu +36 72 501 599/ 63134
Further lecturer(s) (with availabilities):	-

1. Description and aims

The 20th century brought economic growth and a higher standard of living. However, the increased global average values hide striking differences between countries considering social, environmental and economic indicators. Furthermore, the unintended consequences of the linear economic model disproportionately seem to affect those who benefited less or nothing from economic growth and are more vulnerable. This course aims to provide an introduction to sustainable development. Beyond the concept and its history, the related organizations and conferences, it discusses the United Nations Sustainable Development Goals. The course enables the students to understand issues related to sustainability and contribute to their solutions.

2. Intended Learning Outcomes (ILOs)

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

1. compare linear and circular economic models (PILO 1)
2. categorize the social, economic and environmental consequences of the industrialized development path (PILO 1)
3. critically discuss events in environmental history (PILO 5)
4. examine the Sustainable Development Goals of the United Nations (PILO 5)
5. design effective small-scale research on global challenges (PILO 6, and 7)
6. analyse solutions to complex issues related to sustainability (PILO 3,4, and 7)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

The discussion of topics is divided into the following twelve chapters:

1. Introduction, team formation, fixation of the schedule
2. The 1960s – Awakening
3. The 1970s – Institutionalisation of environmentalism
4. The 1980s – Introduction of efficient environmental policies
5. Sustainable development – Interpretations and their consequences
6. Sustainability and the UN – Millennium Development Goals and Sustainable Development Goals
7. SDG 1-3
8. SDG 4-6
9. SDG 7-9
10. SDG 10-12
11. SDG 13-15
12. SDG 16-17, concluding session

4. Learning and teaching strategy, methodology

Principal teaching methodologies: quizzes, in-class discussion

The course starts with an introduction to sustainability, including the history and the concept. Beyond analysing the most important milestones and achievements, students will be requested to identify or prescribed news from the media related to sustainability. The discussion of the news will provide an opportunity to help the development of their critical analytical skills related to economic development and its consequences. The sustainable development goals of the UN will be processed in detail, including the progression of those.

5. Assessment

Formative assessment elements: The discussion of news and UNSDGs provides an opportunity to students to get feedback on their knowledge and understanding on sustainability.

Summative assessment elements:

Individual Assessment			70%	Group Assessment		30%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs
Groupwork in class	30%	coursework	Groups are requested to contribute to the in-class discussion of news and UN SDGs.	no	no	1,2,3,4
Individual research assignment	70%	coursework	In the assignment, the student has to critically discuss a topic related to a UN SDG and a potential solution to that.	one resubmission opportunity	yes	5,6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

Stephen Browne (2017): Sustainable Development Goals and UN Goal-Setting. Routledge

- Recommended

Stephen Browne – Thomas G. Weiss (2020): Routledge Handbook on the UN and Development.

Samuel O. Idowu – René Schmidpeter – Liangrong Zu (eds., 2020): The Future of the UN Sustainable Development Goals. Business Perspectives for Global Development in 2030. Springer

7. Further information

International aspects embedded with the course
Global issues related to sustainability will be discussed, including the role of international and intergovernmental organizations and potential cross-country conflicts.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
The whole course is dedicated to sustainability, including environmental history, with a strong focus on UN SDGs.
Connections to the world of practice of the course
-

TOURISM MANAGEMENT

General data

Course code:	B19GMC13E
ECTS credits:	3
Type of the course:	general elective
Semester:	Spring, Semester 6
Course restrictions:	I think this is typically the course that can be completed by anybody who has a general intelligence and curiosity about the world we live in. No specific previous studies are required, all interested students are welcome to this course, irrespective of their previous studies.
Course leader (with availabilities):	Zoltán Raffay, raffayz@ktk.pte.hu; + 36 72 501599/23276
Further lecturer(s) (with availabilities):	

1. Description and aims

The aim is to get a comprehensive knowledge of the operation of tourism industry and the management techniques of attractions and destinations, human resources and touristic developments, as well as to give general understanding of the tourism industry, its role in modern economy, and also its positive and negative economic, socio-cultural and environmental impacts. Basic HR management, crisis management and visitor management techniques will also be acquired.

2. Intended Learning Outcomes (ILOs)

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

1. analyse the nature and structure of the tourism industry (PILOS 1, 2, 3 & 4);
2. understand the role of tourism and the impacts of the industry on the economy, on society, culture and the environment (PILOS 1 & 2);
3. gather, categorise and analyse tourism information and data (PILOS 3 & 4);
4. understand, analyse and apply management functions to varied tourism contexts (PILOS 5 & 7);
5. evaluate issues surrounding the management of tourism businesses and destinations (PILOS 4, 5, 6 & 8);
6. appreciate professional skills required for the management of contemporary tourism (PILOS 3, 4, 5 & 6);
7. identify, analyse and offer solutions for a contemporary tourism management issue (PILOS 3, 4, & 8).

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Principles, definitions, the place of tourism in science and economy
2. Operation of the tourism industry. Demand side of tourism. Supply side of tourism
3. The economic and social impacts of tourism. The environmental impacts of tourism
4. Tourism trends. the future of tourism
5. Making demand and supply meet: transportation in tourism
6. Making demand and supply meet: tourism marketing
7. Technology management and applications in tourism
8. Communications and Public Relations in tourism
9. Visitor management. Interpretation techniques, methods and tools of demonstration, visitor centres
10. Human resource management in tourism
11. Risk and crisis management in tourism
12. Tourism in regional and urban development; tourism in rural development
13. Tourism Destination Management

4. Learning and teaching strategy, methodology

Principal teaching methodologies: Class presentation by lecturer; discussions of materials preliminary sent to the students of issues just raised in class.

Seventy-five-minute lectures will introduce concepts and provide a framework for understanding topics (ILOS 1, 2). Students are expected to supplement the lectures with their own readings provided or recommended by the instructor (ILOS 2, 3, 4). A part of the sessions will be devoted to discussing issues covered in the lecture. Time will also be allocated for work on group assignments (ILOS 2, 3, 4, 6, 7). Students are expected to undertake work prior to the seminars and be prepared to present/discuss their findings (ILOS 3, 5, 6, 7). The short fieldtrips in and around the city of Pécs will provide students with the opportunity to recognise and analyse the role of management in a variety of contexts (ILOS 4, 6, 7). For this purpose, site visits are made to at least two of the following places: Zsolnay Heritage Centre, Pécs; Cella Septichora Visitor Centre, Pécs; Orfú Tourism Destination Management Organisation, Orfú; and “Irány Pécs!” Tourism Destination Management Organisation, Pécs; a guided city tour downtown Pécs. Apart from the field trips, all this can be done via electronic means (Teams, Zoom etc.).

5. Assessment

Formative assessment elements:

Final Moodle test, with the following drills: True or False questions; multiple choice questions; explanations of concepts, special professional terms; four essays on a different issues of tourism (e.g. listing attractions, categories of tourism products etc.). Essay tests may vary so as to involve current issues in tourism e.g. the effects of the COVID-19 pandemics, the economic recession, the political instabilities etc. on the tourism sector.

Summative assessment elements:

Individual Assessment		100%	Group Assessment		%	
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Assignment 1	25%	Individual 1,500-word written report on management activity of a chosen tourism enterprise	Students will work individually and introduce a tourism enterprise that they know (worked for or visited), focusing on the management issues discussed during the semester (product development, marketing, human resources management, risk management, communication strategy, CSR etc.)	No		3, 4, 5, 6, 7
Assignment 2	25%	Individual 1,500-word written report on management activity of a chosen tourism destination	Students will work individually and introduce a tourism destination that they know (live there or visited it), focusing on the issues discussed during the semester (natural and man-made attractions, accessibility, the complex tourism supply of the destination, marketing activity of the destination etc.).	No		3, 4, 5, 6, 7
Presentation	10%	Students make a brief (10 minute) Power Point or video presentation on the region that they are from, and present it in oral form to the class	A brief promotional material, focusing on the summary of attractions and not management issues.	No		3, 5, 7
Exam	40%	Final written (Moodle) exam	Students will write a concise final essay in which different tasks (multiple choices, yes or no answers and brief essays to be written) will be made.	Yes		1, 2, 3, 4, 5, 6, 7

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential
 - Raffay, Z.: The System and Theory of Tourism. University of Pécs, 2013. p. 275
ISBN:978-963-642-800-6
 - Case studies provided by the lecturer
- Recommended
 - Cooper C. and Hall M. (2016) Contemporary Tourism: An International Approach (3rd ed.) Goodfellow publishers
 - Page, Stephen J.: Tourism management. An introduction. Routledge, London and New York 2011
 - Swarbrooke, J. and Page, Stephen J.: Development and Management of Visitor Attractions. Routledge, London and New York 2011
 - Nykiel, Ronald A.: Hospitality Management Strategies. Pearson/Prentice Hall, New Jersey 2005
 - Periodical 'Tourism Management', English language papers in Turisztikai és Vidékfejlesztési Tanulmányok
 - English language papers published by the staff of the Department of Marketing and Tourism, FBE of UP, e.g. Farkas, J. – Raffay, Z. – Petykó, Cs. (2022): A New Approach to Accessibility, Disability and Sustainability in Tourism – Multidisciplinary and Philosophical Dimensions. GEOJOURNAL OF TOURISM AND GEOSITES 40 : 1 pp. 319-326. , 8 p.
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7. Further information

International aspects embedded with the course
Since the composition of the students is usually diverse (they represent at least 7-8 different countries), the course also allows intercultural issues to be discussed.
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
One of the handouts given to students and to be discussed in class is the Tourism and Environmental protection; Ethical tourism, the Global Code of Ethics for Tourism; Environment friendly management of tourism. This is always a lively discussion when students come up with all kinds of ideas how to make the tourism industry greener, what individuals and what the tourism sector service providers can do to lessen the negative impacts of tourism.
Connections to the world of practice of the course
Students are taken out to excursions in the city of Pécs (Cella Septichora World Heritage Site, Zsolnay Cultural Quarter), tourism attractions are visited and the experiences gained there discussed.

VISUALIZATION WITH SPREADSHEETS

General data

Course code:	B19GMC14E
ECTS credits:	3
Type of the course:	general elective
Semester:	Fall, Semester 1,3 or 5
Course restrictions:	-
Course leader (with availabilities):	Ferenc Kruzslicz, Dr. kruzslicz@tkk.pte.hu +36 72 501 599/ 23113
Further lecturer(s) (with availabilities):	-

1. Description and aims

This course allows participants to gain practical experience with chart design and corresponding VBA through a series of practice sessions and problem-solving workshops. The instructor will take students through various learning outcomes and then consolidate each laboratory work with hands on examples whereby students can utilize the tools provided and apply them in various decision making and programming situations. It is discussed also why how good ethical practices play in designing visualisation. The course starts with learning how to use advanced charting tools of Excel, then goes on to learn to write VBA programs to help in professional modelling and visualization. VBA is important even in financial industry, because its integration into Microsoft Office, especially Excel. Generally knowing how to design beautiful charts is a definite advantage for your future career.

2. Intended Learning Outcomes (ILOs)

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

1. Understand and analyse business models, written in well-structured Excel. (PILO1)
2. Preprocess data of different types with advanced spreadsheet techniques and evaluate the role data issues (quality, errors) in decision making, research and investigations. (PILO3)
3. Find proper visualization method for management decisions problems and produce high quality, dynamic charts and effective data summaries. (PILO4)
4. Adjudge visualization quality of charts and graphical data representation. (PILO3)
5. Demonstrate management with Excel as a DSS applications using large, complex datasets. (PILO3)

6. Solve business problems by using a wide range of advanced Excel functions, objects and VBA. (PILO2)

(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)

3. Content, schedule

1. Introducing charts in Excel: Creating and editing charts and templates
2. Customizing charts: Elements and formatting, series and markers
3. Charts with trends: Trendline, forecasting, scatter matrix
4. Charts of differences: Component comparison, waterfall charts
5. Charts of relationships: Paired matching, correlation, radar charts
6. Stock analysis charts: Data structure, OHLC and candlestick charts
7. Advanced chart techniques: Dynamic charts with scrolling
8. Pivot charts: Data cubes and pivoting, filtering and OLAP operators
9. Visualization without charts: Ascii art, conditional formatting, data bars
10. Maps, shapes and graphs: Geographical data plot, smart art
11. Introduction to VBA: Working with elements of chart objects
12. Advanced charting with VBA: Interactive, dynamic charts, exporting

4. Learning and teaching strategy, methodology

Principal teaching methodologies: Hands on practices based on chapter prereading

This module has a practical focus. Every week a new concept is introduced and discussed (CILO1, CILO3). Teaching method is a case and example-based problem-solving using computer related best practice technologies (CILO2, CILO4, CILO6). Reading the reference books, accompany with exercises, gives you further learning possibilities. Weekly data visualization challenges are announced as optional homeworks (CILO5). All materials and instructions are available on the digital learning environment.

5. Assessment

Formative assessment elements: Optional weekly home works to reproduce charts created by professionals. Solutions are voted, shared and best ones are discussed with in-class demonstration.

Summative assessment elements:

Individual Assessment			100%	Group Assessment		0%
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Home works	0%	Individual case	Reproduction of a professional chart example of the chapter	No retake	no	1,4,5
Midterm 1 exam	50%	Individual exam	Computer exam about basic charts of chapters 1-6	One retake opportunity	yes	1,2,3
Midterm 2 exam	50%	Individual exam	Computer exam about advanced charts based on chapters 7-14	One retake opportunity	yes	4,5,6

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

6. Learning materials

- Essential

B. Jelen: Charts and Graphs: Microsoft Excel (2007/2010/2013),

Que, 2007, ISBN: 9780789736109, p. 480

- Recommended

M. Alexander, J. Walkenbach: Excel Dashboards and Reports (1st or 2nd ed),

Wiley, 2010, ISBN: 9781118257500, p. 456

7. Further information

International aspects embedded with the course
A short introduction is included into number, date and currency format localization methods.
Giving examples how different chart types are preferred and used in different countries
Ethics, Responsibility & Sustainability (ERS) aspects embedded with the course
One chapter covers ethics of how to avoid visual misleading and false communication.
Considering how to develop charts in order to make them readable for persons with disabilities, colour blindness and visually impaired persons.
Connections to the world of practice of the course
Real world examples and dataset are used to illustrate common tasks and basic skills. A special topic is included for stock market visualizations.

APPENDIX 3: MODULE EVALUATION FORM

Approximately how many per cent of the classes did you visit? (radiobox, answer is compulsory)

less than 25%

25%-50%

51%-75%

more than 75%

Evaluation of the course (1 = very bad; 5 = excellent) (radiobox, answer is compulsory)

	1	2	3	4	5	I do not know / I do not want to answer	Remark (non-compulsory)
Course content *							
Information of syllabus and requirements							
Comprehensibility of teaching material							
Accessibility of teaching material							
Matching of teaching material and syllabus							
Structure of classes							
Active student participation was possible in the classes							
Classes assisted the successful acquisition of the teaching material							
In-semester activity expected from the students assisted the acquisition of the teaching material							
Manageability of in-semester							

workload expected from the students							
Helpfulness of feedbacks given to work by students							
How interesting was the course?							
On the whole, how much were you satisfied with the course?							

* Capacity of the course to share general social or economic attitude, enlargement of horizon, theoretical foundation and /or practice-orientation.

Strengths of the course: (text, answer is not compulsory)

Weaknesses of the course: (text, answer is not compulsory)

Evaluation of lecturer(s) (to be filled out separately for each lecturer of the course)

Did you participate in at least one of the classes held by the lecturer above? (radiobox, filling out is compulsory)

yes

no

(If yes: questions concerning the lecturer show up. If no, the only question below shows up:)

What is the reason for your not participating in the classes held by the lecturer above? (one of the two options must be specified)

..... (text)

OR

I do not want to answer

(The questions below will show up if the student said yes for the participation)

The lecturer is (1 = very bad; 5 = excellent) (radiobox, answer is compulsory)

	1	2	3	4	5	I do not know / I do not	Remark (non-compulsory)
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						want to answer	
Competence							
Way of presentation							
Comprehensibility							
Helpfulness							
Consistency							
Accessibility (personally or online)							
Contact with the students							

Strengths of the lecturer: (text, answer is not compulsory)

Things the lecturer could develop in: (text, answer is not compulsory)

APPENDIX 4: THESIS EVALUATION FORM

THESIS REPORT

Candidate's name:

Title of thesis:

Examiner's name:

Type of thesis: a) mostly theoretical b) mostly empirical

Criteria for Evaluation		Scale of points	Points given
1. Topic quality (originality and relevance:)		0-12 points	
a. Does not address a problem at all		0 point	
b. Topic only marginally relevant, aims and objectives not addressed at all		1-4 points	
c. Relevant topic but not addressed properly		5-8 points	
d. Relevant topic, aims and objectives addressed properly		9-12 points	
2. Literature survey		0-8 points	
a. No literature survey, no theoretical basis		0 point	
b. Some literature survey but relevant literature missing, poor interpretation		1-3 points	
c. Reasonable literature survey but some relevant literature missing, partially inappropriate interpretation		4-6 points	
d. Thorough and extensive literature survey with appropriate interpretation, a range of views presented		7-8 points	
3. Theoretical aspect		Empirical aspect	
3.a. Choice and description of research method:	3.b. Method of data collection, validity of sample:	0-12 points	
a. No clear description of research method	a. No clear description of method of data collection	0 point	
b. Description only partially correct, important aspects missing	b. Data collection not clearly organised, no clear sampling	1-4 points	
c. Clear description but some aspects are missing	c. Sampling and data collection only partly acceptable	5-8 points	
d. Clear and thorough description with all important aspects included	d. Systematic data collection, sampling acceptable	9-12 points	
4.a. Application of research method:	4.b. Depth of data analysis:	0-8 points	
a. One-sided use of research method, relevant literature missing	a. Basic methods used only: percentage calculation, frequency, etc.	0-4 points	
b. Alternative ways shown, but some aspects missing	b. A range of methods used: correlation and hypothesis analysis, etc.	5-8 points	

c. Critical overview given in a coherent way	c. More sophisticated methods are also utilised: correlation and hypotheses analysis, etc.	7-8 points	
5. Presentation and discussion of research findings and practical implementations		0-18 points	
a. Poor presentation and discussion, no practical relevance and/or recommended implementation plan		0 point	
b. Some evidence of presentation or discussion skills but evaluation lacks depth, some practical relevance and/or implementation plan		1-6 points	
c. Good presentation and discussion , practical relevance and implementation plan offered but some points missing		7-12 points	
d. High level of presentation and discussion, clear practical relevance, detailed and well-grounded implementation plan		13-18 points	
6. Structure of thesis		0-12 points	
a. Unclear and weak structure		0 point	
b. Some parts clear but thesis lacks overall coherency		1-4 points	
c. Adequate structure but some parts not coherent		5-8 points	
d. Clear and coherent throughout		9-12 points	
7. Quality and style of writing		0-10 points	
a. Poor use of English, frequent grammatical mistakes, inadequate grasp of style		0 point	
b. Generally correct use of vocabulary but clumsy wording, several grammatical mistakes; reasonable grasp of style		1-3 points	
c. Mostly accurate English, correct choice of vocabulary, good awareness of style		4-6 points	
d. Excellent command of English, correct use of register and vocabulary		7-10 points	
8. Format, citation and referencing, bibliography and appendix / appendices		0-10 points	
a. One or all of the following missing: citations and references in the text, bibliography: *thesis has to be rejected with grade 1		*0	
b. Bibliography present but not all references indicated in it; appendix / appendices inappropriate or even inadequate		1-4 points	
c. Bibliography present, includes all references but appendix / appendices not clear or even partially inaccurate		5-8 points	
b. All references in the text appear in the bibliography, well-structured and well-presented appendix / appendices		9-10 points	
9. Overall opinion		0-10 points	
Please indicate your overall opinion of thesis on a 10-point scale, where 10 means 'excellent' and 1 means 'very poor'.			
Total points		0-100 points	

Grading scale: 0-50 fail (1), 51-60 pass (2), 61-74 fair (3), 75-87 good (4), 88-100 excellent (5)

Remarks (if the grade is fair or below remarks are compulsory):

Questions for oral defence of thesis:

1.

2.

Pécs,

Examiner's signature