STUDENT HANDBOOK

of the

Master of Business Administration (MBA)

online program

University of Pécs

Faculty of Business and Economics

2021

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Introduction

Your Program Handbook

The Master of Business Administration (MBA) program launched by the Faculty of Business and Economics of the University of Pécs is established for offering the applicants highly ranked professional managerial skills. The MBA is providing a world-wide appreciated management degree. The program contributes to the development of analytical and decision-making skills in different business fields like finance, management, marketing and operations and enables to gain insights to the socio-economic environment. The online MBA program conduces business stakeholders to discover their highest potential. The program is a **fully online distant learning master program**, with **low contact hours** but **high workloads**, and **strict performance measurement and evaluation systems**. The program is normally scheduled for **4 semesters**, but for students with an above-average progress rate **it is possible to complete the program within 3 semesters**. The **first intake for the program is February 2022.**

Information in Alternative Formats

This handbook can be found online at: https://ktk.pte.hu/en/students/studies/msc-programs/onlinemba-handbooks

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact Edina Hamar (hamar.edina@ktk.pte.hu).

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 UPFBE Regulations which are available online at: https://international.pte.hu/codes_and_guidelines

Welcome to the Online MBA Program

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 Ignácz 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. Our international 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 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.

The Faculty of Business and Economics of the University of Pécs has acquired EFMD accreditation in 2020 for one of its international BSc programs, which is an important indication of the high quality standards applied in our everyday work.

In accordance with our belief that knowledge is responsibility, our mission is "Tradition and innovation in student-centred education of responsible business professionals". The online MBA program 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 or governmental professionals.

Welcome from your Program Director

Welcome to the Online MBA program of the Faculty of Business and Economics, University of Pécs. It is where tradition and innovation meets. This program focuses on the interdisciplinary nature of business practices while combining the modern 21st century technological advances. The long-tradition-based knowledge combined with the advanced technological solutions offer a unique academic experience that is based on professional expertise. Flexibility stands in the focal point of this *online* MBA program, which is designed

to help you in developing skills and competencies that are needed to unfold the full potential in you. The internet-based education enables the development of global student, professor and alumni network. This international perspective gives value-added to the deep business knowledge and world-wide virtual networks can be developed among students, professors and business professionals.

As a Program Director I would like to greet you as Online MBA students. I will guide you during the program. My colleagues at the Faculty and I are always available for you if you need any advice and support. It is our common interest guide you to reach the goals you set in your professional careers.

Your Program Team

Faculty's Leadership and Management

Field of responsibility	Name	Extension	Location	E-mail
Dean	Zoltán Schepp, Dr	23155	B235	schepp.zoltan@ktk.pte.hu
Vice-Dean	Krisztián Szűcs, Dr	21313	B244	szucsk@ktk.pte.hu
Vice-Dean	András Takács, Dr	23277	B246	takacs.andras@ktk.pte.hu
Program Director	Beatrix Lányi, Dr	23182	B225	lanyi.beatrix@ktk.pte.hu
Program Coordinator	Edina Hamar	23166	B135	hamar.edina@ktk.pte.hu

Student website

For news of events and other campus activities visit, https://ktk.pte.hu/en.

Teaching staff

Module Title	Lecturer(s) in Charge	Extension	Location	E-mail
Applied Statistics and Econometrics	Diána Fűrész, Dr	23209	B112	furesz.diana@ktk.pte.hu
Applied Venture Valuation	András Takács, Dr	23277	B246	takacs.andras@ktk.pte.hu
Corporate Entrepreneurship	Zsolt Bedő, Dr	23436	B118	bedo.zsolt@ktk.pte.hu
Digital Banking	Zoltán Gál, Dr	23267	B409	galz@ktk.pte.hu
Fintech – Digital Transformation	Mónika Kuti, Dr	63124	B210	kutim@ktk.pte.hu
Global Marketing	Beatrix Lányi, Dr	23182	B225	lanyi.beatrix@ktk.pte.hu
International Management	András Vajkai, Dr	23369	B219	vajkai.andras@ktk.pte.hu
Marketing Strategy	Krisztián Szűcs, Dr	23115	B244	szucsk@ktk.pte.hu
Organizational Behavior	Zsuzsanna Vitai, Dr	23198	B220	vitai.zsuzsanna@ktk.pte.hu
Production and Process Management	Zsuzsanna Hauck, Dr	63153	B119	markus.gabor@ktk.pte.hu
Strategic Human Resource Management	Zsófia Ásványi, Dr	63114	B223	asvanyizs@ktk.pte.hu

Your Program

The program operates based on the principles of *distant learning*, the main elements of which are:

- students from any countries can be enrolled in the program,
- the entire program can be completed from your home country, without the need (and with saving the high costs) of travelling to or staying in Hungary, leaving your workplace or being apart from your family,
- all learning materials are provided for students in an electronic form,
- there is a high workload for students, where individual learning with continuous professor supervising is a key point,
- the amount of online contact hours is low, and mainly concentrating on synthesis, discussion, practical application of the individually studied material, and evaluation of student performance.

The overall purpose of this program is to train executives and to develop analytic and strategy development skills. The emphasis lies on the interdisciplinarity and digital participation-based learning. It is offered only for foreigners. By the fulfilment of all study requirements applicants receive a world-wide accepted European Union master's degree.

The online curriculum is based on highly recognised educational materials that are provided by international publishers.

Attendance requirements

Students in general, are required to attend all online scheduled classes and prescribed activities of the program.

A successful candidate to the MBA program should have at least a bachelor's degree in the field of business and/or economics from an accredited institution of any country, a minimum B2 level English language certificate and minimum 3 years of professional experience.

For the application the followings are needed:

- filling out an online application form,
- uploading a CV,
- copy of the degree certificate (in case the original document was issued in another language, an English translation is necessary),
- copy of the English language certificate.

After admission, students should register for the program through the electronic study system in the first month of the semester. Until the end of the fourth week after the semester start, registered students can decide to have passive student status in the particular semester or non-enrolled if they were freshmen. In these cases only partial refund of the fees is possible.

With the novel future oriented virtual classroom technique a multi-layered study program can be carried out in a multi-cultured environment. The quality of the program is guaranteed by internationally highly recognised professors. This is justified by the fact that **100% of professors participating in the program hold PhD degree**.

As part of the anti-plagiarism and anti-cheating measures, all modules include an oral assessment element and all papers submitted are checked by the Turn-It-in anti-plagiarism system.

When all study requirements of the program were fulfilled, the final thesis should be handed in. The thesis is reviewed by two professors.

Costs of the program

Costs of the program are as follows:

Cost component	Cost	Due date
Registration fee	100 EUR	at application for the program
Cost of e-learning materials for the whole program	400 EUR	before the start of the program
First active semester started	5 000 EUR	before semester start
Second active semester started	5 000 EUR	before semester start
Third active semester started	5 000 EUR	before semester start
Thesis procedure (thesis development, supervising, reviews, defence)	5 000 EUR	before the start of the thesis procedure
TOTAL	**20 500 EUR**	

Beyond the above, extra costs appear only for *deferring students* in case of activating a fourth or further semester with taking courses other than the Thesis Development. For such semesters, there is a fee of *500 EUR/semester*.

Employability and Personal Development Planning

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

The curriculum structure is designed to enable students to develop these necessary sets of knowledge and skills. The Online MBA offers the applicants innovative leadership skills, a mind-set that is receptive and sensitive to the international business trends and progressive tools they need to achieve the goals is their careers. Problem-solving skills can be developed to be able to find innovative solutions in the workplace organisations and in the society as a whole. In chosen business fields genuine deep knowledge can be developed with the help of highly appreciated professors.

The program gives you an innovative drive, an advanced educational experience that responds to the challenges of nowadays' business world.

Program Structure

Distribution of credits:

Module „A": Methodological Bases	27 credits
Module „B1": General Business and Management Skills	27 credits
Module „B2": Specific Business and Management Skills	45 credits
Module „C": Elective Module	6 credits
Module „D": Thesis Development	15 credits
Total	**120 credits**

Program schedule:

<table>
<tr><th colspan="2">Year 1</th><th colspan="2">Year 2</th></tr>
<tr><th>Semester 1</th><th>Semester 2</th><th>Semester 3</th><th>Semester 4</th></tr>
<tr>
<td>Applied Statistics and Econometrics
(9 credits)</td>
<td>Strategic Human Resource Management
(9 credits)</td>
<td>International Management
(9 credits)</td>
<td rowspan="2"></td>
</tr>
<tr>
<td>Production and Process Management
(9 credits)</td>
<td>Marketing Strategy
(9 credits)</td>
<td>Global Marketing
(9 credits)</td>
</tr>
<tr>
<td>Organizational Behavior
(9 credits)</td>
<td>Digital Banking
(9 credits)</td>
<td>Fintech – Digital Transformation
(9 credits)</td>
<td rowspan="2">Thesis Development
(15 credits)</td>
</tr>
<tr>
<td>Applied Venture Valuation
(9 credits)</td>
<td>Corporate Entrepreneurship
(9 credits)</td>
<td>Elective module
(6 credits)</td>
</tr>
<tr>
<td>∑ **36 credits**</td>
<td>∑ **36 credits**</td>
<td>∑ **33 credits**</td>
<td>∑ **15 credits**</td>
</tr>
</table>

Module details:

Code	Name of the module	Module leader	Sem.	Contact hours	Assessment	Credits
Module „A": Methodological Bases						**27**
	Applied Statistics and Econometrics	Rappai Gábor Fűrész Diána	1	12	Exam	9
	Production and Process Management	Hauck Zsuzsanna	1	12	Exam	9
	Organizational Behavior	Vitai Zsuzsanna	1	12	Exam	9
Module „B1": General Business and Management Skills						**27**
	Applied Venture Valuation	Takács András	1	12	Exam	9
	Strategic Human Resource Management	Ásványi Zsófia	2	12	Exam	9
	Marketing Strategy	Szűcs Krisztián	2	12	Exam	9
Module „B2": Specific Business and Management Skills						**45**
	Digital Banking	Gál Zoltán	2	12	Exam	9
	Corporate Entrepreneurship	Bedő Zsolt	2	12	Exam	9
	International Management	Vajkai András	3	12	Exam	9
	Global Marketing	Lányi Beatrix	3	12	Exam	9
	Fintech – Digital Transformation	Kuti Mónika	3	12	Exam	9
Module „C": Elective Module						**6**
	Elective Module		3	8	Exam	6
Module „D": Thesis Development						**15**
	Thesis Development	Supervisor	4	20	Term mark	15
Total:						**120**

Under the Elective Module, the Faculty offers a choice between at least two modules, which are published before the start of each semester. Credit recognition of other/earlier studies is also possible in this section.

Your timetable

You are allocated to timetabled lectures, seminars and workshops in a digital environment based upon your module registrations. Your timetable is available on the following website: https://ktk.pte.hu/en/students/studies/timetables

If your timetable is incomplete or if you have any queries about your timetable, then please contact the Program Coordinator. Any changes to your timetable will be notified to you by email.

Your Program 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:

- Program Administrator
- Program Director
- Vice-Dean/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 on the following link: https://ktk.pte.hu/en/students/administration/forms-and-guides.

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 program of study.

Module evaluation form examines each module in some detail. Program questionnaires invite comment on your program in general – it is to be done electronically during a given period in Neptun.

You can expect to receive a report on issues that have been identified, and the actions taken upon them are available at the Program Adminstrator. The report would also describe the measures taken to resolve any problems. 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. Results of the survey are available by the start of the new academic year and the program is expected to produce a brief report or action plan to resolve any problems that have been identified.

Resources

E-mail

Online MBA students will be approached 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 Program Administrator.

Academic Registry System (Neptun) and Study Management Systems (Moodle, Teams)

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: http://neptun.pte.hu.

Moodle is the unified study management system used in this program. It functions as the main channel of exchanging learning materials, publishing course-related information and conducting electronic examinations.

Microsoft Teams is the platform for online contact hours and consultations with your professors.

At the beginning of your studies, you will receive useful information about using the above electronic systems. To log into them, you will have to use your Neptun code and password that is provided to you at the beginning of your studies. If you have any difficulties using these systems, please contact the Program Administrator.

Student Support

Administrative and Service staff

Students can easily reach different kinds of support. Please see the chart below.

Field of responsibility	Name	Extension	E-mail
Program Coordinator: Academic Support, Study Counselling, Transferring	Edina Hamar	23166	hamar.edina@ktk.pte.hu
International Relations Manager	Eszter Rozs	23160	rozs.eszter@ktk.pte.hu
Head of Technical Support	Tibor Fehér	23154	feher.tibor@pte.hu
Neptun Support	Tamás Gáspár	23334	gaspar.tamas@ktk.pte.hu
Disability Support	Csaba Magdali	24018	magdali.csaba@pte.hu

Program Regulations

The regulations of the International Online MBA program can be read in this Student Handbook and also in Annex 7 of Codes of Regulation and Examination of University of Pécs which is to be found here: https://international.pte.hu/codes_and_guidelines.

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 Program Director.

Detecting plagiarism

A plagiarism check for each submitted dissertation and written assignment is conducted in the program. Checking plagiarism for dissertations is the program 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 program management and for all teaching staff members.

Appeals

Students can appeal against module leader and program leader decisions and the outcome of academic misconduct cases. The University of Pécs Regulations for Appeals are available on line at: https://international.pte.hu/codes_and_guidelines.

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 Program Director.

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 program 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

This program is built up according to the principles of distant learning. Thus, your learning will mainly be individual, supported by technology and continuously supervised by professors. By engaging with e-learning you will 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 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 program. 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 1: Assessment Schedule and Module Narratives.**

Extenuating Circumstances

With extenuating circumstances (payment deferral, credit transfer, sport activity, work placement, absence, etc.) you have to contact the Program Administrator 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, a pass grade can be achieved if a student achieves more than 50% from the 100% of the total marks obtainable. Should the student fail at the first attempt, one retake opportunity is available in the same examination period. Failed modules can be taken again in a later semester.

In case of modules assessed with term mark a pass grade can be achieved if a student achieves more than 50% from the 100% of the total marks obtainable. In case of term mark, there is no retake opportunity in the same semester.

Student performance is 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

Number of exams in the same module

A student will be allowed to participate in a **maximum of six** exam occasions for each module. Should the student fail six times from the same module, the student will be excluded from the program.

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.

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 Program Director in written form, 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.

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 the professor's online office hours 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 programs 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).

Progressing on your program

Your credits and progression

All modules in the Program (except Elective Module and Thesis Development which carry 6 and 15 credits) carry equal weight and are rated as 9 (ECTS-equivalent) credit points on the accumulative credit scheme. Upon successful completion of the Program student will earn maximum 120 credits. After your exams your results will be recorded 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. The range of problems that may be addressed is extensive. The Thesis Development modules are independent modules in which students work towards their thesis. Topics for the Thesis can be freely selected by the students through Neptun during a given period. The Thesis will be evaluated 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. If the third referee gives a grade 1 (fail) then it is the responsibility of the Program Director to decide whether to allow the student to defend the thesis, or if the student must rewrite it. Thesis Evaluation Form can be seen in **Appendix 2.**

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 procedure is normally the 4th semester, however, the student who has passed all modules by the end of the second semester may decide to start the thesis procedure in the third semester, in parallel with the remaining modules scheduled for that semester.

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. Students get informed about the exact schedule of the defence two weeks before the defence. The schedule will be sent out through Neptun to those who registered themselves to the defence during the given period in Neptun. 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 then only the supervisor, the committee and the student can be present at the defence. The result of the defence and the diploma is calculated according to the calculation scheme below:

Weighted grand average of all module results + grand average of the thesis (the average of the two grades from referees and the grade for 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 Master of Business Administration (MBA) is issued by the University of Pécs Faculty of Business and Economics. 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	2.51-3.50	Fair
4.51-4.99	Excellent	2.00-2.50	Satisfactory
3.51-4.50	Good		

Appendix 1 Module Narratives

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

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

Module Narratives

Module „A": Methodological Bases

Module „B1": General Business and Management Skills

Module „B2": Specific Business and Management Skills

Module „C": Elective Module

Module „D": Thesis Development

YEAR 1

Module "A"

1.	Module title:	Applied Statistics and Econometrics
2.	Credit points:	9
3.	Semester:	1
4.	Module leader:	Diána FŰRÉSZ, Dr
5.	**Aims:** The module's goal is to deepen the students' statistical knowledge and present its special applications in the field of business. The module deals with multivariate analysis, time series analysis, and microeconometric methods.	
6.	**Learning outcomes:** On completion of this module, the successful student will be able to: 1. analyse a given company's data; 2. apply the most frequently used multivariate statistical analyses in business situations; 3. know the assumptions and limitations of the most frequently used multivariate- and time series models; 4. interpret the results precisely and appropriately.	
7.	**Syllabus:** • Screening Data Prior to Analysis • Review of Univariate and Bivariate Statistics • Multiple Regression • Logistic Regression • Survival Analysis • Principal Components and Factor Analysis • General Linear Model • Time Series Analysis	
8.	**Learning and teaching strategy:** Since the number of contact hours is limited, a distant learning course requires individual preparation. Therefore, students shall learn the theoretical background through the electronic learning material. During the online classes, the methods will be introduced and applied through case studies. The individual consultation between the students and the module leader is essential.	
9.	**Assessment scheme:** Midterm test 1 (MR, LR, SA) 25% Midterm test 2 (PCA&FA, GLM, TSA): 25% Final (oral) exam (case study): 50% To pass the module, the student must achieve more than 50% of the points attainable in *each assessment element*.	
10.	**Learning materials** • Essential • Recommended	• Using Multivariate Statistics, 7th Edition, Pearson https://www.pearson.com/us/higher-education/program/Tabachnick-Using-Multivariate-Statistics-7th-Edition/PGM2458367.html • Discovering Statistics Using IBM SPSS Statistics, 4th Edition, Sage Publications https://in.sagepub.com/en-in/sas/discovering-statistics-using-ibm-spss-statistics/book238032

1.	Module title:	Production and Process Management
2.	Credit points:	9
3.	Semester:	1
4.	Module leader:	Zsuzsanna HAUCK, Dr
5.	**Aims:**	

Aims:

The source of success at the majority of top companies is inevitably based on outstanding products and/or efficient operations processes. Thus, operations is one of the most important functions in a company. Additionally, any activity that has outcome is a process, and the knowledge and skills provided by production and process management can be applied in many other functional areas as well. That is why aims of the module include 1) to provide students with enhanced and deepened knowledge and skills to equip them for a career in a diverse range of business organisations, 2) develop the students' competence in applying a range of business and management skills to the practice of management, 3) develop the critical and analytical powers of the students in relation to management, 4) develop critical and analytical problem-based learning and the transferable skills to prepare the student for graduate employment, 5) enhance the development of the students' existing skills base, allowing for a cumulative learning experience.

6. **Learning outcomes:**

On completion of this module, the successful student will be able to:
1. critically evaluate operational situations in the globalized business environment with special emphasis on supply chain management;
2. identify strategic approaches to competitive advantage and refer to different operating systems required to solve complex business problems;
3. understand the significance of key success factors and core competencies;
4. understand the necessity of simultaneous product and process development, identifying those process characteristics that provide product features required to compete;
5. synthesise, design and control operating systems, making long, medium and short term decisions;
6. identify bottlenecks of complex processes to make effective decisions in investments, to calculate productivity, to design and produce products and services with outstanding quality and inherent customer value, to attain the exceptional value that is consistent with the company mission.

7. **Syllabus:**
   - Defining production and process management and operations-based strategy.
   - Designing products and services.
   - Developing a production system, identifying bottlenecks.
   - Managing queues.
   - Supply chain management
   - Lean management

8. **Learning and teaching strategy:**

This is a *distant learning* course, in which the amount of contact hours is very limited, and off-class student work and individual learning is highly important. The module is mainly case-based. Learning process is supported through case discussions and problem solving. Students acquire knowledge and skills through individual learning, participation in business games, and solving business problems.

9.	**Assessment scheme:** Midterm exam: 30% Final exam: 70% To pass the module, the student must achieve more than 50% of the points attainable in *each assessment element*.	

10.	**Learning materials**
	
	• Essential
	
	• Recommended
		Case studies from www.hbsp.harvard.edu
		Appropriate chapters of
		   • Heizer, Jay – Render, Barry – Munson, Chuck (current ed.): Operations Management: Sustainability and Supply Chain Management, Pearson
		     https://www.pearson.com/uk/educators/higher-education-educators/program/Heizer-Operations-Management-Sustainability-and-Supply-Chain-Management-Global-Edition-13th-Edition/PGM2694348.html
		
		   • Krajewski, L. J. - Malhotra, M. - Ritzman, L. (current ed.): Operations management: processes and supply chains, Pearson
		     https://www.pearson.com/uk/educators/higher-education-educators/program/Krajewski-Operations-Management-Processes-and-Supply-Chains-Global-Edition-12th-Edition/PGM2163178.html
		
		   • Chopra, Sunil (current ed.): Supply Chain Management, Pearson
		     https://www.pearson.com/uk/educators/higher-education-educators/program/Chopra-Supply-Chain-Management-Strategy-Planning-and-Operation-Global-Edition-7th-Edition/PGM2478053.html

1.	Module title:	Organizational Behavior	
2.	Credit points:	9	
3.	Semester:	1	
4.	Module leader:	**Zsuzsanna VITAI, Prof Dr**	

5.	Aims:
	In the 21st century, technical knowledge is essential but insufficient to be productive in the workplace. Students need comprehension of human behavior in organizations, how these affect organizational systems, structure, and productivity. In this module, we will explore some chosen topics in the field that will aid students to deepen their already existing knowledge and enable them to analyze and understand human and organizational processes. No matter what future area of business the student chooses, this module will aid her/him to be efficient and productive in their chosen organization.

6.	Learning outcomes:
	On completion of this module, the successful student will be able to:
	1. Understanding how organizations operate and what are the reasons for people's behavior.
	2. Understanding the students' OB related characteristics, enlarging and deepening the already existing knowledge they have.
	3. Developing students' knowledge base and ability to find the causes of organizational events.
	4. Improving their analytical and synthesizing abilities to understand and deal with organizational phenomena.

7.	
	• The Changing Environment of Organizations
	• Individual differences, personality, values, attitudes
	• Motivating behavior
	• Working in groups and teams
	• Leadership issues in the 21st century
	• Power and organizational politics
	• Structuring of organizations
	• Organizational culture and its role in stabilizing power

8.	Learning and teaching strategy:
	This is a *distant learning* course, in which the amount of contact hours is very limited, and off-class student work and individual learning is highly important. Students shall prepare on their own based on the prescribed electronic learning material, which are then discussed and illustrated by practical exercises and case studies during the online classes. Besides, students are offered regular individual consultations with the module leader.

9.	Assessment scheme:
	Midterm test 1 : 20%
	Midterm test 2 : 20%
	Project work (Organizational assignment): 30%
	Final (computer) exam: 30%
	To pass the module, the student must achieve more than 50% of the points attainable in *each assessment element*.

10.	**Learning materials**	
	• Essential	• Organizational Behavior: Managing People and Organizations , 13th Edition plus MIndTap software Ricky W. Griffin; Jean M. Phillips; Stanley M. Gully ISBN-10: 0-357-04250-6 ISBN-13: 978-0-357-04250-2 Cengage learning
	• Recommended	• Organizational behavior Robbins, Judge, Campbell 2nd edition Pearson education ISBN 13 978-1292016559 • Organizational behavior Buchanan Huczynski, 10th edition Pearson education ISBN-13: 978-1292251578 ISBN-10: 1292251573

Module "B1"

1.	Module title:	Applied Venture Valuation
2.	Credit points:	9
3.	Semester:	1
4.	Module leader:	András TAKÁCS, Dr
5.	**Aims:** The module aims to develop the students' competence in applying a range of skills in the field of financial statement analysis and company valuation. Based on the students' existing accounting knowledge the module will help them to further develop their analytical and critical powers in relation to accounting and valuation.	
6.	**Learning outcomes:** On completion of this module, the successful student will be able to: 1. explain the structure and content of financial statements under International Financial Reporting Standards (IFRS) 2. evaluate the financial position of any company based on its financial statements 3. differentiate the most widely used company valuation methods, the advantages and disadvantages of these and the typical situations in which different methods can be used 4. apply the main valuation principles stated in International Valuation Standards (IVS) 5. judge the business situations in which company valuation is needed, select the right method(s) and build up a sophisticated valuation model 6. create written valuation reports in line with IVS	
7.	**Syllabus:** • The structure and content of financial statements under International Financial Reporting Standards (IFRS). • Analysis of financial statements based on financial ratios. • The necessity of company valuation. Valuation approaches and techniques defined in the relevant literature and in the International Valuation Standards (IVS). • Net asset-based methods: liquidation value, book value, substantial value. • Valuation with multiples. • Discounted Earnings and Discounted Cash Flow (DCF) methods.	
8.	**Learning and teaching strategy:** This is a *distant learning* course, in which the amount of contact hours is very limited, and off-class student work and individual learning is highly important. Students shall prepare on their own based on the prescribed electronic learning material, which are then discussed and illustrated by practical exercises and case studies during the online classes. Besides, students are offered regular individual consultations with the module leader.	
9.	**Assessment scheme:** Midterm test 1 (IFRS statements, financial statement analysis): 20% Midterm test 2 (International Valuation Standards): 20% Project work (Valuation report): 30% Final (oral) exam: 30% To pass the module, the student must achieve more than 50% of the points attainable in *each assessment element*.	

10.	**Learning materials**	
	• Essential	• International Financial Reporting Standards: IAS 1 – Presentation of Financial Statements https://www.iasplus.com/en/standards/ias/ias1 • International Valuation Standards 2020 https://www.ivsonline.org/ • Damodaran, A. (2012): Investment Valuation, 3rd Ed. http://people.stern.nyu.edu/adamodar/New_Home_Page/Inv3ed.htm
	• Recommended	• Koller. T., Goedhart, M., Wessels, D. (2020): Valuation: Measuring and Managing the Value of Companies, 7th Ed., John Wiley & Sons

1.	Module title:	Strategic Human Resource Management
2.	Credit points:	9
3.	Semester:	2
4.	Module leader:	Zsófia ÁSVÁNYI, Dr
5.	**Aims:**	

5.	**Aims:**
	The module provides an insight into strategic human resource management within the context of organisations at both national and international levels. The aim of the module is to highlight how HRM practices contribute to organisational strategy and success.

6.	**Learning outcomes:**
	On completion of this module, the successful student will be able to:
	1. define and understand the key functions of strategic human resource management (SHRM)
	2. recognise the contribution of HRM to organizational growth and change
	3. provide a critical analysis of business environment and demonstrate appropriate practical response
	4. evaluate & use SHRM policies and techniques to global challenges
	5. recognise the link between individual motivators and organisational success

7.	**Syllabus:**
	• Introduction to SHRM
	• Staffing the organisation: planning, recruitment, selection, placement
	• Downsizing the organization
	• Training and development
	• Performance management
	• Total compensation
	• Industrial relations & HRM
	• Managing global human resources

8.	**Learning and teaching strategy:**
	This is a *distant learning* course, in which the amount of contact hours is very limited. Off-class student work and individual learning is highly important. Students learn on their own, based on the prescribed electronic learning materials, which are then discussed and illustrated by practical exercises and cases during online classes. Students are also offered regular individual consultations with the module leader.

9.	**Assessment scheme:**
	Midterm test 1 (SHRM fundamentals, staffing, downsizing, training & development): 25%
	Midterm test 2 (performance management, total compensation, industrial relations): 25%
	Written paper (3,000-4,000 words on managing global human resources): 20%
	Final (oral) exam: 30%
	To pass the module, the student must achieve more than 50% of the points attainable in *each assessment element*.

10.	**Learning materials**	
	• Essential	• Dessler, G: Human Resource Management, Pearson, 2019. Students will have access to core learning material through an online learning platform (MyLab, Pearson).

• Recommended	• Dowling P. J., Festing M., Engle A. D. Sr.: International Human Resource Management 7th Edition, Cengage Learning EMEA, 2019. • Mathis, R. L., Jackson J. H., Valentine S. R., Meglich P. A.: Human Resource Management, Cengage Learning, 16th Edition, 2020.	

1.	**Module title:**	**Marketing Strategy**	
2.	**Credit points:**	9	
3.	**Semester:**	2	
4.	**Module leader:**	**Krisztián Szűcs, Dr**	
5.	**Aims:** Marketing decisions consist of a special mix of strategic thinking, use of marketing tools, use of marketing metrics, thinking with consumers and empathy for customers. Managing strategic marketing decisions is a creative activity that is an important challenge for marketers but also a source of corporate success. The approach needed for strategic marketing decisions, which is an important value source for the company, must be developed over time, so it requires the necessary knowledge to be acquired during the course.			
6.	**Learning outcomes:** On completion of this module, the successful student will be able to: know the resource-based theories of marketing strategy, the methods of analysis of strategic marketing, as well as the theoretical foundations and methods of analysis of other marketing sub-areas (such as sales management, marketing engineering, qualitative research, creative design). know the connection points of marketing to other functional areas, including sales, production, research and development processes, activities, knows the possibilities and limitations through which optimal cooperation can be established in the cooperating areas. be familiar with the vocabulary of this field, the peculiarities of written and spoken language communication, the most important forms, methods and techniques. formulate independent, new conclusions, original ideas and solutions, to develop strategies for solving complex problems, to make decisions, in a changing domestic and international environment, as well as in an organizational culture. identify special professional problems with a multifaceted, interdisciplinary approach, as well as to explore and formulate the detailed theoretical and practical background needed to solve them. develop an individual position based on one's own analysis and defends it in debate, is able to develop strategies for solving complex problems, to plan the solution in order to make decisions.			
7.	**Syllabus:** • Foundations of Marketing Strategy • Marketing Strategy in the Digital World • Marketing Analytics • Trends in Consumer Behaviour • Branding • Managing Marketing Activities			
8.	**Learning and teaching strategy:** The online course of Marketing Strategy relies on individual learning sessions supported by consultations with the instructors. All topics are discussed through case studies from the Harvard Business Case Study Center and other relevant publications. Individual and group assignments, meetings will be organised also.			
9.	**Assessment scheme:** Semester paper (40%) Final exam (60%)			
10.	**Learning materials** • Essential	• Hooley, G. J., Piercy, N., & Nicoulaud, B. (2008). Marketing strategy and competitive positioning. Pearson Education.		

• Recommended	• Setiawan, I., Kartajaya, H., & Kotler, P. (2016). Marketing 4.0: Moving from Traditional to Digital. Wiley • Chaffey, D., & Ellis-Chadwick, F. (2016). Digital marketing: strategy, implementation and practice, 6th.

Module "B2"

1.	Module title:	Digital Banking
2.	Credit points:	9
3.	Semester:	2
4.	Module leader:	Zoltán GÁL, Prof Dr
5.	**Aims:** The module presents the trends in financial digitization, its impact on banking intermediation, payment systems, and regulatory challenges and central bank responses to financial digitization. It focuses primarily on the digitization of the banking sector and integrates the digitalisation challenges of banking, while examining the impact of changes in banking structures and banking strategies. The module aims to develop the students' competence in understanding new business models of digital banking transformation, as well as to develop banks' digital platforms and smart solutions in banking.	
6.	**Learning outcomes:** On completion of this module, the successful student will be able to: - develop bank strategies integrating digitization solutions based on new banking business models, - integrate technological applications that provide strategic goals and a greater customer experience. - plan the development of the banking product range, make decisions, provide professional advice to bank customers and improve the customer experience based on the available technological solutions and information. - 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.	
7.	**Syllabus:** 1. Development of financial innovations: FinTech revolution, global trends of financial digitization. 2. The impact of the digital transformation on traditional banking structures and business models. 3. Digital strategies and new business models in the banking sector (Bank 4.0): BankTech, open banking, smart bank and its branches, and consumer experience. 4. Challenger banks, Neobanks and digital native banks. 5. Payment systems (AFR) and payment innovations, mobile payment. 6. Regulatory challenges and role of central banks in financial digitization.	
8.	**Learning and teaching strategy:** This is a *distant learning* course, in which the amount of contact hours is very limited, and off-class student work and individual learning is highly important. Students shall prepare on their own assignment and case study based on the prescribed electronic learning material and selected consultancy reports, which are then discussed and illustrated by surveys and case studies during the online classes. Besides, students are offered regular individual consultations with the module leader.	
9.	**Assessment scheme:** Midterm assignment (executive summary of a selected digital/Fintech strategy, surveys or reports upto 3-5 pages): 20% Project work (case study upto 8-10 pages): 40% Final (oral) exam (ppt presentation based on the case study and discussion): 40%	

		To pass the module, the student must achieve more than 50% of the points attainable in *each assessment element*.
10.	**Learning materials** • Essential	King, Brett (2019). *Bank 4.0 - Banking Everywhere, Never at a Bank*. Marshall Cavendish International, Singapore. p.347 Tanda, A., Schena, C. (2019). FinTech, BigTech and Banks: Digitalisation and Its Impact on Banking Business Models. (Palgrave Macmillan Studies in Banking and Financial Institutions). p.108.
	• Recommended	A bank branch for the digital age. July 18, 2018. McKinsey & Company. https://www.mckinsey.com/industries/financial-services/our-insights/a-bank-branch-for-the-digital-age Puschmann, T. (2017). Fintech. *Business & Information Systems Engineering*. vol. 59, issue 1, pp. 69-76

1.	**Module title:**	**Corporate Entrepreneurship**
2.	**Credit points:**	9
3.	**Semester:**	2nd
4.	**Module leader:**	**Zsolt Bedő, Dr**
5.	**Aims:** What is corporate entrepreneurship? Who is a "corporate entrepreneur"? Obviously basic questions to a course on the subject, but the reality is that the definition of both is contingent on the context it's used in. Intrapreneurship can be defined as the process that allows for individuals and groups within a structured organization to think, develop and execute value-creation for the firm unencumbered by the stated organizational processes, procedures, rules and regulations while still having access to corporate resources to reach their intended goals. Therefore the "intrapreneur" is a person(s) who becomes empowered to create these new products or services without implied or stated constraints leading to value-creation for the organization. So, what drives intrapreneurship? Why are some large organizations better at it than others? Is it a necessary component of a firm's DNA? If so, how do you embed it into the corporate culture? What leadership skills are necessary? Why bother with it? All reasonable questions that will be examined and hopefully, answered in this course.		
6.	**Learning outcomes:** Upon completion of this module the student will 1. Recognize the historical relevance and concepts of corporate entrepreneurship, 2. Discuss the reasons why traditionally-organized companies find this culture so challenging. 3. Categorize the elements of a corporate culture that either inhibit or support the process of corporate entrepreneurship. 4. Analyze how intrapreneurial activities relate to a company's ability to drive innovation throughout the organization. 5. Evaluate the attributes of various organizations regarded as leaders of corporate entrepreneurship and analyze the benefits of such. 6. Recognize the synergy necessary between leadership, corporate culture and organizational dynamics to drive successful corporate entrepreneurship. 7. Select a personal model of corporate entrepreneurship activities to be used as a reference tool in your career development.		
7.	**Syllabus:** • The concept of intrapreneurship/corporate entrepreneurship. Ideas, roles and processes • Idea generation and mobilization. • Advocating and screening • Idea experimentation • Idea commercialization • Diffusion and implementation of ideas./Intrapreneurship from Concept to Sustained Competitive Advantage • Top-down implementation of corporate entrepreneurship		
8.	**Learning and teaching strategy:** Classes will be organized using the flipped classroom methodology. The focus of this course will be on developing and/or strengthening the student's abilities to identify personal and organizational traits that lend themselves to, or separate from, the concepts of intrapreneurship. Therefore much of our classroom time will be spent combining lectures, classroom presentations and discussions on various segments of the course. Class time will be weighed towards constructive discussion and challenges of the readings assigned. As such, it is expected that all assigned reading will be completed prior to the beginning of each class period. Value for the student will derive from the interchange of classroom discussions and interactions, along with the assignments posted.		

9.	**Assessment scheme:**

1. In-class discussion (group) – 15%
2. Consultancy company profile, website, social media profile. The professionalism and the user friendliness of these channels, are they displaying your competence in CE. (group) – 10%
3. The documentation, description of your CE solution that you have made during the semester. Try to have the feedback of your client or the feedback of any market actor in relation to your product/service. (group) – 30%
4. In-class discussion paper: I will provide you a statement or question that you will have to express your professional opinion about in written form on the last week. You will have proximately 60 minutes to do that in the framework of our last meeting. This requires no additional preparation as I will need your feedback based on the materials read and the experiences you had during the semester. (individual) – 30%
5. Final case study presentation: Each team will have 20 minutes to introduce the solution that the team came up with to help the client in the CE theme. After the presentation there will be a 10 minute Q&A session. (group) – 10%
6. **Class participation and activity (individual) – 5%**

10.	**Learning materials** • Essential (for scientific articles visit the virtual repository of the University of Pecs where you can have acces to EBSCOHost/Business Source Premier journal database (http://web.a.ebscohost.com/ehost/search/selectdb?vid=0&sid=da05b032-f1b6-4a4f-a996-3f5863a97eb6%40sessionmgr4007).	• Paul Burns (2020), Corporate Entrepreneurship and Innovation (4th edition), McMillan International. (https://www.macmillanihe.com/page/detail/Corporate-Entrepreneurship-and-Innovation/?K=9781352008791) • Kevin C. Desouza, Intrapreneurship, University of Toronto Press, 2011. (https://www.bookdepository.com/Intrapreneurship-Kevin-C-Desouza/9781487522834?ref=pd_detail_1_sims_b_p2p_1) • Belousova, O., & Gailly, B. (2013). Corporate entrepreneurship in a dispersed setting: actors, behaviors, and process. International entrepreneurship and management journal, 9(3), 361-377. • Blanka, C. (2018). An individual-level perspective on intrapreneurship: A review and ways forward. Review of Managerial Science, 1-43. • Rigtering, J. P. C., Weitzel, G. U., and Muehlfeld, K. (2019). Increasing quantity without compromising quality: How managerial framing affects intrapreneurship. Journal Business Venturing, 34(2): 224-241. • Hayton, J. C. (2005). Promoting corporate entrepreneurship through human resource management practices: a review of empirical research. Human Resource Management Review, 15: 21-41.

| | | - Sharma, P. & Chrisman, J. J. (1999). Toward a reconciliation of the definitional issues in the field of corporate entrepreneurship. Entrepreneurship Theory and Practice, 23(3): 11-27.
- Kuratko, D.F., Ireland, R.D., Covin, J.C. & Hornsby, J.S. (2005). A model of middle-level managers' entrepreneurial behavior. Entrepreneurship Theory and Practice, 29(6): 699-716.
- Lumpkin, G. T. & Dess, G. G. (1996). Clarifying the entrepreneurial orientation construct and linking it to performance. Academy of Management Review, 21(1): 135-172. |
| - Recommended | | - Kuratko, et al. (2015): Corporate Innovation & Entrepreneurship, International Edition
- Power, D. (2014): The Curve Ahead, Palgrave McMillen.
- McAfee, A., Brynjolfsson, E. (2017): Machine Platform Crowd. W. W. Norton and Company.
- Parker, G. G., Van Alstyne, M. W., Choudary, S. P. (2016): Platform Revolution. W. W. Norton & Company, Inc. New York.
- Evens, S., Schmalensee, R. (2016): Matchmakers. Harvard Business Review Press, Boston.
- Edelman, B. (2015): How to launch your digital platform. HBR, April, p. 90-97.
- Brown, C. (2016): 3 questions to ask before adopting the platform business model. HBR, April, p. 2-4.
- Evens, D. S., Schmalensee, R. (2016): What platforms do differently than traditional businesses? HBR, May, p. 2-5.
- Walter, M., Guzman, S. Platform innovation toolkit, |

Module "B2"

1.	**Module title:**	**International Management**
2.	**Credit points:**	9
3.	**Semester:**	3
4.	**Module leader:**	**András VAJKAI, Dr**
5.	**Aims:** The objective of this module is to enable students to better understand and analyze the challenges and opportunities that companies face, when dealing with international partners and competitors in their home market or face when expanding their activities internationally. It examines management issues related to management in an international "marketplace".	
6.	**Learning outcomes:** On completion of this module, the successful student will be able to: 　1. have a better understanding of the international environment challenges 　2. understand major theories of international business and management 　3. analyze and understand global organizational forms and international strategies, that determine the international success and failures of companies 　4. recognize the tensions in adopting a global standardized models or actions as opposed to a locally responsive action in international management 　5. consider ethical and social responsibility issues in the development and implementation of an international management strategy	
7.	**Syllabus:** 　• International environment challenges – an overview of international business environment 　• What is a multinational corporation and how it differs from national firms or SMEs 　• Strategies and structures of international corporations and business 　• Management issues of international business operations 　• Management decision and control 　• Cross-Cultural Communication and Negotiation 　• Ethics and Social Responsibility in International management	
8.	**Learning and teaching strategy:** This is a distant learning course, in which the amount of contact hours is very limited, and off-class student work and individual learning is highly important. Students have to work in small groups to process and solve business case studies. Active participation and work are required during the classes. Students are offered regular individual consultations with the module leader.	
9.	**Assessment scheme:** Project work (Case study): 40% Midterm test 30% Final exam 30% To pass the module, the student must achieve more than 50% of the points attainable in each assessment element.	
10.	**Learning materials** 　• Essential	• Luthans, F. – Doh, J.P. (2017): International Management: Culture, Strategy and Behavior, McGrawHill

• Recommended	• Deresky H. (2016): International Management: Managing Across Borders and Cultures, Text and Cases, 9th Ed., Pearson • Wild J.J. & Wild K.L. (2019): International Business: The challenges of Globalization. 9th Ed., Pearson

1.	Module title:	Global Marketing
2.	Credit points:	9
3.	Semester:	3
4.	Module leader:	Beatrix LÁNYI, Dr
5.	**Aims:**	

Aims:

The aim of the module is to offer hints to the 21st century global marketing managers how to become more effective in this ever-changing environment. The intersection between global marketing and global business strategy will be thoroughly discussed. Technological innovations open new opportunities in the globally connected world to company managers. The module gives insights and special considerations for information search and international markets assessments that are presented as a prerequisite to market entry and to structuring a marketing strategy and preparing a proposed international marketing mix.

6. **Learning outcomes:**

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

1. Recognizing the challenges of global marketing management activity.
2. Critical evaluation of external factors influencing the decision making activities of international marketing managers.
3. Global marketing decision analysis. Investigation of accessing of foreign markets, the degree of centralization or decentralization.
4. Judging the appropriate standardization or adaptation decisions.
5. Market research ability in an international context.
6. Construction the proposed strategy, the marketing mix and the procedure for control and monitoring of anticipated results.

7. **Syllabus:**
   - Understand the challenges of global marketing management
   - The global marketing environment
   - Approaching to global markets
   - Brand and product decisions in global marketing
   - Global market entry strategies and channel decisions
   - Pricing decisions and marketing communications in a global scale

8. **Learning and teaching strategy:**

This is a *distant learning* course, in which the amount of contact hours is very limited, and off-class student work and individual learning is highly important. Students shall prepare on their own based on the prescribed electronic learning material, which are then discussed and illustrated by practical exercises and case studies during the online classes. Besides, students are offered regular individual consultations with the module leader.

9. **Assessment scheme:**

Class work - 30%
Project work and presentation – 30%
Final (oral) exam - 40%

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

| 10. | **Learning materials**
•   Essential | •   Keegan, Warren J. and Green, Mark C. (2019,), Global Marketing, International Edition, Pearson/Prentice-Hall |
| | •   Recommended | •   Hollensen Svend (2017) Global Marketing, International Edition, Prentice Hall |

1.	Module title:	**Fintech – Digital Transformation**
2.	**Credit points:**	9
3.	**Semester:**	3
4.	**Module leader:**	**Mónika KUTI, Dr**

5.	**Aims:**
	The module aims to develop the students' competence in understanding the major transformative technologies in financial systems and current financial innovation taking place all over the world. The module will help them further develop their analytical insights and critical approaches to the opportunities and risks in FinTech.

6.	**Learning outcomes:**
	On completion of this module, the successful student will be able to:

1. explain the value drivers in FinTech revolution,
2. differentiate the most important areas of FinTech,
3. evaluate the role of AI in digital transformation,
4. apply innovative fundraising options via platforms,
5. judge the importance of CBDC in financial systems,
6. create written executive reports on latest FinTech trends.

7.	**Syllabus:**

- Introduction to FinTech
- Disruption in financial services
- Crowdfunding
- AI in risk management
- InsurTech
- WealthTech
- Digital currencies
- CBDC
- Payment service directives
- Blockchain in finance

8.	**Learning and teaching strategy:**
	This is a *distant learning* course, in which the amount of contact hours is very limited, and off-class student work and individual learning is highly important. Students shall prepare on their own based on the prescribed electronic learning material, which are then discussed and illustrated by practical exercises and case studies during the online classes. Besides, students are offered regular individual consultations with the module leader.

9.	**Assessment scheme:**
	Midterm test 1 (FinTech, AI, InsurTech, WealthTech): 30% Midterm test 2 (Digital currencies, CBDC): 20% Project work (executive summery on latest FinTech trends): 20% Final (oral) exam: 30% To pass the module, the student must achieve more than 50% of the points attainable in *each assessment element*.

| 10. | **Learning materials**
 •   Essential | •   Financial Stability Board (2019): FinTech and market structure in financial services: Market developments and potential financial stability implications. https://www.fsb.org/wp-content/uploads/P140219.pdf
 •   Lynn, T., Mooney, J.G., Rosati, P., Cummins, M. (Eds.) (2019): Disrupting Finance - FinTech and Strategy in the 21st Century. https://www.palgrave.com/gp/book/9783030023294# (Open source e-book)
 •   Bindseil, U. (2020): Tiered CBDC and the financial system. https://www.ecb.europa.eu/pub/pdf/scpwps/ecb.wp2351~c8c18bbd60.en.pdf?9bd63a4ddea2300dca05f2ccaa08c0e0 |
| | •   Recommended | •   Steven O'Hanlon, Susanne Chishti, Brendan Bradley, James Jockle, Dawn Patrick (2020): FinTech For Dummies. https://www.wiley.com/en-us/FinTech+For+Dummies-p-9781119427254 |

Appendix 2 Thesis Evaluation Form

DISSERTATION REPORT

Candidate's name:

Title of Thesis:

Examiner's name:

Criteria for Evaluation	Scale of points	Points given
1. Topic quality	**0-12 points**	
a. No real business issue addressed	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: demonstration of theoretical knowledge	**0-8 points**	
a. No theoretical basis, no literature survey	0 point	-
b. Weak theoretical basis, relevant literature missing	1-3 points	-
c. Good theoretical basis but relevant literature missing	4-5 points	-
d. Excellent theoretical basis, relevant up-to-date literature survey	6-8 points	-
3. Use and description of research methods	**0-8 points**	
a. No description at all	0 point	-
b. Poor description, not adequately supported	1-3 points	-
c. Good description, only partially supported	4-6 points	-
d. Clear description, well supported	7-8 points	-
4. Description of sources of data, method of collection, analysis	**0-12 points**	
a. Description missing, no proper analysis	0 point	-
b. Thesis based only on secondary data, data only partially analysed	1-4 points	-
c. Use of both primary and secondary research, but data collection not well organised and/or only partially analysed	5-8 points	-
d. Clear description of all sources, well organised data collection, proper in-depth analysis	9-12 points	-
5. Presentation and discussion of research findings and implementation plan	**0-18 points**	
a. Poor presentation and discussion, no managerial relevance and/or recommended implementation plan	0 point	-
b. Some evidence of presentation or discussion skills but evaluation lacks depth, some managerial relevance and/or implementation plan	1-6 points	-
c. Good presentation and discussion , managerial relevance and implementation plan offered but some points missing	7-12 points	-
d. High level of presentation and discussion, clear managerial 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: ***dissertation 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	-
d. 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 system: 0-50 fail (1), 51-60 pass (2), 61-75 fair (3), 76-87 good (4), 88-100 excellent (5)

Remarks (if any):

Questions for oral defence of dissertation:

1.

2.

Pécs,……………………………………..

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Examiner's signature