



Master of Sciences Applied Management of the Faculty of Business and Economics, University of Pécs, Hungary

Student Program Handbook

2020/21 Spring Semester

**Accredited by the Accreditation Committee of the Hungarian
Academy of Sciences**

Program Leader: *Zsófia Ásványi*

Program Director: *Zsuzsanna Kispál-Vitai*

Student Affairs Officer: *Edina Hamar*

Student Name:

Information in alternative formats

This handbook can be found online at the NEPTUN intranet site.

If you have a disability which makes reading this handbook or navigating our website difficult and you would like to receive information in an alternative format, please contact [the Student Affairs Officer](#).

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy on non-white paper
- 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 and include details of your disability.

The Faculty of Business and Economics of the University of Pécs is an equal opportunity employer. We do not discriminate by race, religion, color, ethnicity, national origin, sex, sexual orientation, gender expression, age, height, weight, and marital status.

The current version of the Handbook is a work version! Please take it into consideration that some information may be changed due to legal changes at the university or in the legislative environment!

The information provided in this handbook was accurate at the time of writing. In every year efforts will be taken to update facts.

Legal changes may affect content!

Your timetable for the semesters will timely be provided before the beginning of each semester.

Purpose and status of your student handbook

The purpose of this handbook is to provide you with information about your Program of study and to direct you to other general information about studying at The University of Pécs, Faculty of Business and Economics.

The material in this handbook is as accurate as possible at the date of production however you will be informed of any major changes to the information in this handbook in a timely manner.

This handbook must be read in conjunction with the University of Pécs, Faculty of Business and Economics

Regulations at:

https://adminisztracio.pte.hu/sites/adminisztracio.pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/5mell-tvsz20190628.pdf

Your comments on any improvements to this handbook are welcome - please put them in writing (an email will suffice) with the name of the handbook to Zsófia Ásványi asvanyizs@ktk.pte.hu

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Academic Calendar**Academic Calendar MSc AM / MSc EDE Programme****2020/2021 SPRING SEMESTER**

| Date | Place | Event |
|---|---------------------------|--|
| 22 January – 1 February | NEPTUN | Enrollment starts (first year students have to enroll in the NEPTUN, 2 nd year students shall set their status as active/passive) |
| 13 February | | Deadline for handing in the applications for deferred tuition fee-payment (Request form E) |
| 25 January– 30 January 1 February – 6 February | NEPTUN | Course registration*(including Exam Courses) Modification of course registration |
| 28 January | Online via MS Teams | Orientation day for the MSc EDE first year students Orientation day for the MSc AM first year students |
| 1 February | | First day of teaching |
| 22 January/15 March/ 15 April | | Tuition fee payment deadline for HUF/ € paying students |
| 21 February | NEPTUN | Deadline for postponing studies (set status as passive) |
| 12 March | MS Teams | PVG meeting (for MSc EDE program only) |
| 12 March | | Registration fee payment deadline for MSc EDE students |
| 2-11 April | | Spring break |
| 28 April | | NEPTUN Exam application starting date |
| 26 April, 2:30 pm (+ one week for 1000 HUF/day delay fee) | | Deadline for submitting the thesis |
| 8 May | | End of the spring semester – last day of teaching |
| 10 May – 5 June | | Exam period |
| 10-12 June | | Thesis Defense for deferring students |

*After 6th February it is impossible 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.

NEPTUN Electronic Administration System – international students will get their access after the orientation when they will be helped to register into it.

Other breaks: 15th March – National Holiday

**PLEASE BE AWARE THAT DUE TO CORONAVIRUS,
THE FACULTY HAS SWITCHED TO
DIGITAL TEACHING VIA MS TEAMS**

Introduction to the University of Pécs

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 organized 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 modern university with six faculties was set up in 1991 when after undergoing significant structural changes the Faculty of Teacher Training 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 programs work with a professional team of academics who can offer courses under a broad scope of Central and Eastern European Studies.

For further information on issues concerning international relations of the University of Pécs, please contact the Head of the International Relations Office Ms. Gyöngyi POZSGAI (e-mail: gyongyi.pozsgai@iro.pte.hu) or visit the website of the University: <http://www.iro.pte.hu/>

The University of Pécs Regulations

The program abides by The University of Pécs regulations those are at: https://pte.hu/hallgatoi_szabalyzatok_nyomtatvanyok

and:

https://adminisztracio.pte.hu/sites/adminisztracio.pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/7mell_melleklet/7bmell-felveteli20190426.pdf

Appeals and Academic Misconduct

Please note that The University of Pécs uses its regulations for handling student appeals. Information about the appeal process is available from Regulation on Studies and Exams (TVSZ).

https://adminisztracio.pte.hu/sites/adminisztracio.pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/5mell-tvsz20190628.pdf

More information about the Regulations regarding assessment is given in the section “Progressing in your program.”

Quality Assurance

The program was accredited by the Accreditation Committee of the Hungarian Academy of Sciences (Magyar Felsőoktatási Akkreditációs Bizottság). The number of the decree issued by the Study Bureau: OH-FHF/841-1/2008: The Accreditation Committee regularly quality controls the operations and administration of this program.



Welcome from the Dean of Faculty of Business and Economics of the University of Pécs

I am happy to welcome you to the University of Pécs and in particular to the Faculty of Business and Economics.

Our Faculty has been active at the Hungarian educational field of business since 1970 when the Faculty was established as a teaching unit of the Budapest University of Economics. Our work has been continuous ever since in unbroken growth and development. We have an impressive track record of educating hundreds of students and co-operating with the institutional environment.

The purpose of our programs is to develop professionals who can stand up to the continually evolving and challenging business environment, who are learned, who can apply that cutting-edge academic knowledge we always strive for to give. We do all that is in our power to develop ourselves to give the best of our knowledge, skills, and abilities to those whom we teach. We look for instilling in all our students the respect for real professionalism, professionally based knowledge, a high level of ethics and a sense of responsibility towards their community.

The Master of Science in Applied Management program is very special to us, and very close to our hearts. It is a privilege to work with those international students who decided to come and study with us. We recognize that you came to our school because you thought we would be able to give you something special that you cannot obtain anywhere else in the world. Our experience in economic transition that we experienced as it happened gives us the opportunity to provide an education that you cannot find anywhere else. It is not a just transition we know about, but we have arrived at the point when our researchers, professors are recognized internationally in research and education. We have amongst us Harvard alumni, people who participated in world-class research groups, educators who have a far-reaching international acknowledgment. We are happy to share all this with you.

We provide practical information in this handbook that we mean as a guidebook for you in the road at your studies. Let this be your first source of information and a place for reference for the future.

I am glad that you have chosen this path of studies. The work before you is not easy by any means; you will meet failure for sure you will have setbacks and very dispiriting moments. Keep that in mind that our aim first and foremost is to make you a well-seasoned business person, who is ready to tackle any challenge that might come your way and succeed in the face of adversity.

Our town, Pécs, is not just a very picturesque Mediterranean town but is a welcoming one for students too. Students' life here is also about fun, concerts, excellent sports possibilities, international friendships – that are impossible to get anywhere else – lovely food and a friendly environment. Study hard, but enjoy life here as well, we hope you will call these years that you spend with us the best period of your lives!

I wish you perseverance, tenacity, and lots of success and joy of creation on the long road towards your Master degree!

Zoltán Schepp

Dean



Program Leader's welcome

Welcome to the Applied Management Master Program of the Faculty of Business and Economics at the University of Pécs! Our Faculty is genuinely dedicated to becoming an international institution that attracts a significant number of talented international students from all over the world – and this master program is designed to support this strategic goal. The 4-semester curriculum offers you a wide range of possibilities to enrich your business-, and managerial skills; to intensify your intercultural competencies with fellow students from more than 20 countries all over the world, and to enjoy international guest lectures both from academic and business spheres.

As the program architecture shows a delicate balance between theoretical education and practice, your active participation is more than welcome during classes. This approach offers you not only an overall view on business decisions, but also means a great opportunity to build interpersonal networks for future activities – even life-long friendships!

It is important to note that further information on the program your rights and duties can be found in this official Student Handbook. This document is available on the Faculty's intranet site: Neptun in electronic version, and also a hard copy can be consulted in the Study Department.

I will be your Program Leader and will in the course of time meet and greet you. My primary role is to support and advise you on your academic progress through your studies. My colleagues and I look forward to working with you and helping you to achieve your learning and career aspirations!

Zsófia Ásványi
Program Leader

Program staff list and contact details

Program Leader

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Email: vitai.zsuzsanna@ktk.pte.hu

Teaching staff

| Module Title | Lecturer(s) in Charge | Phone number | E-mail |
|---------------------------------------|------------------------|------------------|--|
| Core Module A | | Extension | |
| Applied Statistics and Econometrics | G. Kőrösi | 23131 | korosig@ktk.pte.hu |
| Economics | I.Kónya | 23420 | konya.istvan@ktk.pte.hu |
| Business Intelligence | F. Kruzslicz | 23113 | kruzslicz.ferenc@ktk.pte.hu |
| Applied Venture Valuation | A. Takács | 23277 | takacs.andras@ktk.pte.hu |
| Global Marketing | B. Lányi | 23196 | lanyi.beatrix@ktk.pte.hu |
| Core Management Module B 1 | | | |
| Project Management | N. Sipos | 23369 | sipos.norbert@ktk.pte.hu |
| Production and Process Management | J. Vörös, Zs. Hauck | 23138 23153 | voros.jozsef@ktk.pte.hu hauckzs@ktk.pte.hu |
| Strategic Management | R. Schmuck | 23369 | schmuck.roland@ktk.pte.hu |
| Leadership and International Business | Zs. Kispál-Vitai | 23198 | vitai.zsuzsanna@ktk.pte.hu |
| Change Management | M. Benke | 23320 | benkem@ktk.pte.hu |

| | | | |
|--|-----------------------|----------------|--|
| Compulsory electives Management Module B2 | | | |
| Intercultural Business Communication | E. Bányai | 63373 | banyai.edit@ktk.pte.hu |
| Knowledge Management | G. Balogh | 23275 | baloghg@ktk.pte.hu |
| Strategic Human Resource Management | Zs. Ásványi | 23254 | asvanyizs@ktk.pte.hu |
| Advanced Organizational Behavior | Zs. Kispál-Vitai | 23198 | vitai.zsuzsanna@ktk.pte.hu |
| Quality Management | T. Kiss R. Schmuck | 23265 23369 | kisst@ktk.pte.hu schmuck.roland@ktk.pte.hu |
| Business Consulting | Cs. Ruzsa | 23369 | ruzsa.csaba@pte.hu |
| Option Sets Module C | | | |
| Finance Cases | V. Csapi | 23126 | csapiv@ktk.pte.hu |
| Advanced Marketing Research | K. Szűcs | 23115 | szucsk@ktk.pte.hu |
| Social Entrepreneurship | K. Erdős | 23134 | erdosk@ktk.pte.hu |
| Technology Commercialization | S. Danka | 23142 | danka.sandor@ktk.pte.hu |
| Energy Management | M. Somogyvári | 23384 | somogyvari.marta@ktk.pte.hu |
| Thesis consultation Module D | | | |
| Thesis development | Supervisor | | |

Technicians

| Field of responsibility | Name | Extension | Location | E-mail |
|---------------------------|-----------------------------|-----------|------------------|--|
| Head of Technical Support | Tibor Fehér | 23154 | Study Department | feher.tibor@ktk.pte.hu |
| Web master | József Varga | 23344 | Study Department | varga.jozsef@ktk.pte.hu |
| Technical personnel | Gábor Lovas Zoltán Jakab | 23364 | Study Department | lovas.gabor@ktk.pte.hu jakab.zoltan@ktk.pte.hu |
| NEPTUN Support | Tamás Gáspár | 23334 | Study Department | gaspar.tamas@ktk.pte.hu |

Administration staff

| Field of responsibility | Name | Extension | Location | E-mail |
|--|----------------|-----------|----------|--|
| Program Leader | Zsófia Ásványi | 23114 | B223 | asvanyizs@ktk.pte.hu |
| Program Administrator (Student Affairs Officer) | Edina Hamar | 23166 | B135 | hamar.edina@ktk.pte.hu |

Communication Channels

Faculty website

For all necessary information regarding your studies, news of events, scholarships and other student activities students should visit: <http://ktk.pte.hu/en> or: <http://pecsikozgaz.hu/> Please note that the second site is available only in Hungarian.

NEPTUN „Study System”

At the beginning of each semester it is your responsibility to set your status in the 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 won't be allowed to participate in the examination. NEPTUN is available from the website: <https://neptun.pte.hu/>

Moodle

Moodle is the platform for lecturers to share teaching materials, videos, questionnaires, etc. with students during the semester. In the exam period, your exams will also be run through Moodle. Neptun, Moodle and MS Teams are synchronized systems. You may reach Moodle through faculty website through the following link: <https://moodle.pte.hu/login/index.php>

MS Teams

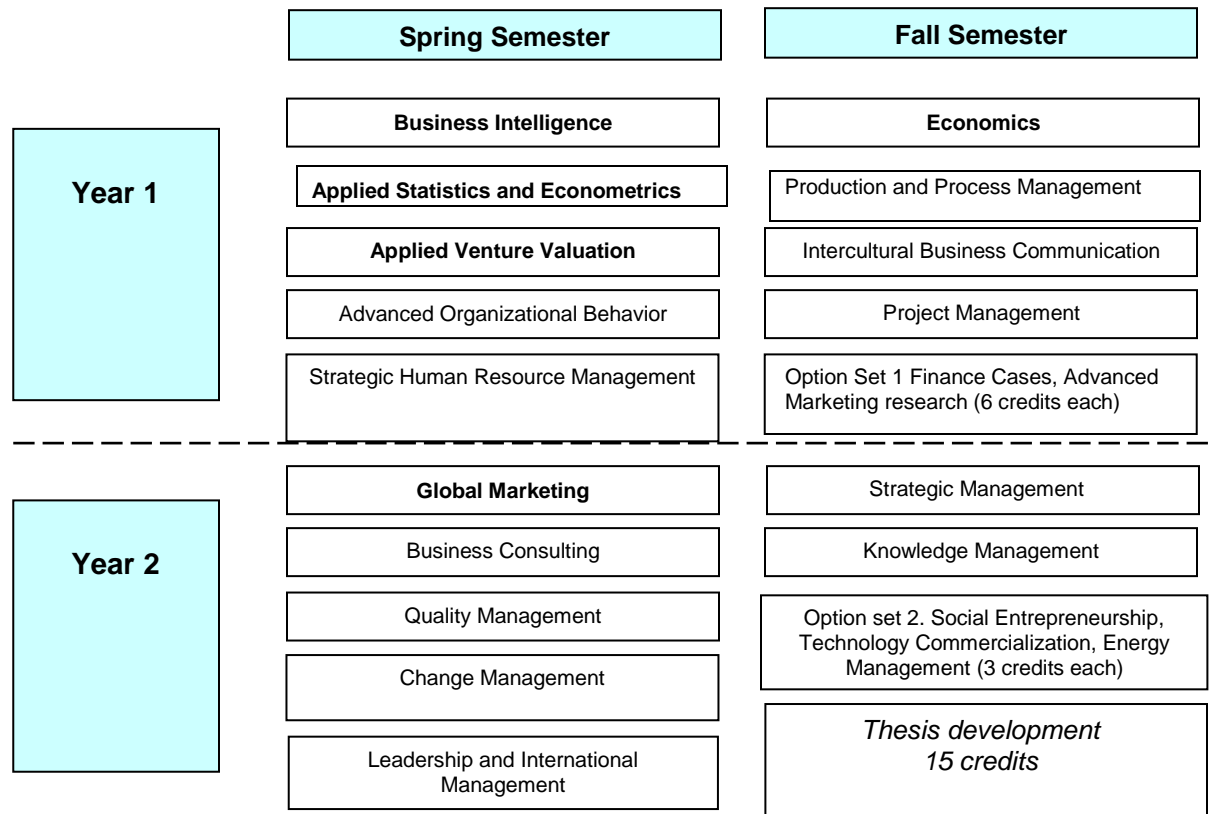
As the Faculty has switched to hybrid teaching, all lectures are running in Teams as well as face-to-face in the classrooms. Those students who are not able or not willing to visit the campus for lectures, may join the lectures via Teams with exactly the same rights and duties as their physically present fellow students.

E-mail/Neptun/Teams/Moodle messages

For individual communication faculty staff may use all the above communication channels. Please check your messages daily to always be up to date.

Your Program

Program structure diagram



Note:

- **Bold: Core module A, 7,5 ECTS/ 6 HUN credit, 2+2 classes per week**
- Normal: Core business modules, 7,5 ECTS/ 6 HUN credit, 2+2 classes per week
- *Italic: Thesis module, 7,5 ECTS/15 HUN credit, 6 consultations all together*
- Total ECTS/HUN credit is 120

Depending on the time of enrollement, the student can follow the program structure in spring-fall or fall-spring order.

Your Timetable

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

<https://ktk.pte.hu/en/students/studies/bachelor-programs/timetables>

If your timetable is incomplete or if you have any queries about your timetable then please contact the Student Affairs Officer.

Any changes to your timetable will be notified to you Program management.

Your learning resources

Library

The Library of the Faculty of Business and Economics was delocalized with the Central Library of UP into the well-equipped South-Transdanubian Regional Library and Knowledge Centre in the summer of 2010. In the Knowledge Centre there are 380 computers for readers and the possibility of both the group work and the individual research is provided. In the whole building WiFi is available. By opening the Knowledge Centre the weekly opening hours of the Library have increased from 60 hours to 84 hours.

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 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

Students are asked to complete an enrolment form to join the Library. The Library Card entitles all students 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 Program. 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 two computer rooms with 88 computers for teaching purposes and further 8 computers for student usage.

Learner Development

Learning development is mainly included in modules in the regular curriculum. Any additional support required by students is provided outside class. Students requesting additional support can communicate it to professors directly or to Program management.

The Faculty has a dedicated office for students who require additional help. The name of the office is: “Tehetségpont” (Location of talent), it is on the first floor of the main (green) building. Those students can require help in this office who have specific learning needs.

In the field of academic writing the Program offers help first: in most modules there are writing assignments, either group-based or individual. Feedback on these is provided by the lecturer of the module. Dedicated thesis –writing help is in the second year led by the chosen supervisor in the Thesis Development module. The curriculum of the Thesis Development module also contains information on referencing and is dedicated to develop students’ research skills.

Attendance requirements

1. Students are required to attend all scheduled classes and prescribed activities for the Program on which they are enrolled.
2. **Maximum rate of absence in case of every module is 25%.** Student with higher rate of absence will not be allowed to take part on the final examination.
3. 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
4. Students must notify their academic tutor or other tutor 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.
5. They must inform the tutor of any illness which is affecting their attendance and supply a medical certificate if they are absent for more than one week.
6. Students must notify the Program or Faculty Office in writing if they are withdrawing from a course.
7. Any period of absence over 28 days for whatever reason shall be reported to the Program.
8. All withdrawals, including those where students have failed to reply to letters for a period of two months should be notified immediately to the Dean of the Faculty on the appropriate form. Refund of fees, where applicable, will be at the discretion of the Dean as specified in the Financial Regulations of the Faculty of Business and Economics of the University of Pécs.
9. 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 on the letter from the Program Leader requesting an explanation of absence. 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 Program after two weeks of starting the Program, without any good cause, will be deemed to have withdrawn. In this case no refund of the fees is possible.

Program planning

During the first and second semester of your second year and the first semester of your third year you undergo Program planning and select and register for the optional modules you wish to take in the following semester.

Health and Safety requirements

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.

How to help enhance your Program

How you can feed back to us

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 University of Pécs, Faculty of Business and Economics:

1. Student Affairs Officer
2. Program Leader
3. Program Director
4. Dean

Boards of Study

This is a forum where student representatives and staff meet to discuss the MSc AM Program. This includes any issues but also talking about future developments and things that are going well. The Board also looks at student survey results.

The membership of a Board of Study includes:

- Student representatives (for more information about being a student rep see below)
- Program leader
- Program director and other academic staff involved in the delivery of the Program and/or modules
- Support services representatives

The **student representatives** are elected by the end of week 2 to ensure that the interests of students on the Program are represented. They are also responsible for feeding back the outcomes of any meetings or events they attend.

Student representatives will be selected, either by election or self-nomination, by the end of the second week each year. If you are elected as a student representative 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 representative can be immensely rewarding. Much of the experience you obtain through being a representative 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 rep you get to put skills into action, such as communication, leadership, teamwork, problem solving and time management.

As well as attending Boards of Study meetings student representatives 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 Board meeting and these are circulated to members with outcomes via email. The minutes are included with the Program Quality Monitoring Report which is considered by the Faculty of Business and Economics of the University of Pécs. The points raised at

the meeting are carefully recorded so action can be taken upon them, and they are available at the Student Affairs Officer.

Students receive information on actions arising from Boards of Study via the Student Representatives.

Meeting Dates

Generally 6th week of each semester

Student Surveys

Module feedback forms are distributed to you throughout the academic year. The aim of this feedback process is 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 forms examine each module in some detail. Program questionnaires invite comment on your Program in general - these may be given only occasionally.

You can expect to receive a report on issues that have been identified, and the actions taken upon them are available at the Student Affairs Officer. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during Boards of Study and will, where necessary, be reported upon during the annual monitoring process. The whole feedback process will also be reviewed on a regular basis, to ensure that it is effective in helping to provide a good quality experience for students.

Module Feedback Form can be seen in **Appendix 2**.

Results of the survey are available by the start of the new academic year and each Program is expected to produce a brief report or action plan to resolve any problems that have been identified. This action plan will also be discussed during the Board of Studies meeting with student representatives.

How we consider your feedback

The feedback you give through your student reps, through surveys and at Boards of Study meetings plays an important part in reviewing the MSc AM Program during and at the end of the academic year. We are continuously monitoring program quality and in this process student feedback is an important input, that Program management takes very seriously. ALL student opinions will be carefully considered and acted upon.

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.

MSc Applied Management Program 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.

The Confederation of British Industry (CBI) defines employability as '**a set of attributes, skills and knowledge that all labor market participants should possess to ensure they have the capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy**'.

Employability and your Program

The development of employability skills are all integral parts of the Master of Science Applied Management Program although this may not always be evident to you as they will not always be presented as such.

In order to maximize your labor market value and your employability the curriculum of the Program is designed to provide you with advanced professional knowledge.

The development of critical and analytical skills required in the field of business is to be generated from the beginning of your studies in subjects of the functional areas of business. These skills include critical analyses, individual work, team work, self-management, self-development, business and customer awareness, communication, literacy and numeracy.

Although this highlights to a certain extent how employability has been embedded in the MSc Applied Management Program 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 own 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 “Tehetségpont” office and can also seek support via the Program Manager. The Program Manager will counsel you about the nature of your need and will aid you in finding a suitable solution.

Career Advice

Students on the MSc Applied Management Program are entitled to participate at the career fairs of the University of Pécs and also at fairs where other University of Pécs students are participating. Career related guidance may be asked from the Program Manager, who will aid you to find the persons who are able to help you.

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 you 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 MSc Applied Management study Program. 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 Program 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. Increasingly your tutors will be using existing and emerging learning technologies to engage you in e-learning activities. Your Program will be facilitated using a variety of media and online tools (podcasts, wikis, flipped classroom named as examples) 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 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 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 module narratives in this handbook for more detail about on the assessment for each module, appendix 1.

Submission, receipt, marking and return of assessment

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 some cases in both format. 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 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 date of the first exam. The dates of the Midterm examinations are determined by the module leaders and can be read in the module unit narratives. In some modules you might be required to do more than one exam, these serve as a practice for assessments for the final exam, or serve as a way of checking your progress in the module.

Marking

Not all assessment will be marked, some modules may use in certain cases verbal assessment or pass-fail bases. The Hungarian marking system is used in the program, see below.

Return of coursework

Coursework will not normally be returned to the students it has to be filed for five 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 reflect 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 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).

Feedback on summative assessment will be offered in a variety of forms and all work will be marked and moderated in line with

https://adminisztracio.pte.hu/sites/adminisztracio.pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/5mell-tvsz20190628.pdf

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

Progressing on your Program

Your grades

Assignments will be marked using the UP five point marking scale shown below - 5 being the best and 1 being the worst.

| GRADE | DESCRIPTION | PERCENTAGE |
|-------|-------------|------------|
| 5 | Excellent | 88-100 |
| 4 | Good | 75-87 |
| 3 | Fair | 61-74 |
| 2 | Pass | 51-60 |
| 1 | Fail | 0-50 |

All modules in the Program carry equal weight and are rated as 7,5 ECTS (6 for compulsory modules, 5 for elective modules and 4 and 11 for Thesis modules Hungarian credit points) credit point on the accumulative credit scheme. Upon successful completion of the Program student will earn maximum 120 Hungarian credit points (150 ECTS).

The minimum pass mark for all assignments is grade 2 (pass). A pass grade can be achieved if a student achieves 51% from the 100% of the marks obtainable in all courses. If a module has more assessment components, or consists of two parts, the students have to pass all those components or parts which have higher weight than 20% out of the 100% in order to pass the whole module. If the student fails in any component, at the resit only a pass mark (2) can be achieved from the component the student failed. The other components will be evaluated according to the table above.

Program regulations for progression on award

This outline is for general guidance only. The formal regulations are to be found in the Regulations part of this handbook and are authoritative.

Please ensure that you are familiar with these requirements. In particular, 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 Leader 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.

Students will generally be required to submit assignments in the modules that should be completed by the deadlines set. Individual progress will be monitored by means of 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.

In addition to the assignments for each module there will be an examination to be undertaken at the end of the Program. Participants will be examined by means of written or oral examination in the specified form according to the module specification. If there is a possibility of a failure or a distinction at the end of the Program, participants may also be required to have a viva voce examination.

Your results

At the end of each academic year, your results will be considered and confirmed by an Assessment Board. 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.

Certificates

When you graduate your final qualification certificate will be issued by the University of Pécs and will have the details of your qualification.

Your University of Pécs degree can be taken over at the Graduation Ceremony the date of which is specified each year by the Faculty of Business and Economics.

Diploma supplement

All students are issued with a diploma supplement. Your diploma supplement will include the modules you have taken with grades achieved and state your qualification with the classification and title furthermore it additionally contains information on the nature, level, context, content and status of the studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as current or future employers or other Higher Education providers understand more about your Program in addition to your grades.

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 an examination otherwise there will not be 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 Student Affairs Officer first and ask about your duties.

Re-assessment

In most cases, a student is required to pass all elements of assessment in order to pass the overall module (e.g. mid-term exam, project, presentation, final exam), though this only applies to elements that carry a **weighting** of 20% or more of the overall grade. If a student fails a module in a particular semester, s/he will be allowed one attempt to **retake** the element(s) of assessment failed. The maximum grade awarded for the re-assessed element after the retake will be a pass grade.

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 particular module which will be scheduled in the next exam period. On an Exam Course the student must resit in the form of a single exam that will represent 100% of the grade of the module. A student will be allowed to participate in a maximum of two Exam Courses for each particular module throughout the three years, provided that they do not default on passing the minimum number of modules at the end of semester 2nd, 4th and 6th (see below). The maximum grade that can be awarded for an Exam Course is 5.

Student who misses more than 25 percent of classes will not receive signature from the lecturer, which is a prerequisite of participation on the final exam. Should the student fail to receive signature, s/he will have to retake the whole course when available.

A student failing more than one-third of the total **credit requirements** at the end of the 2nd and 4th semester will be made to withdraw from the Program:

- By the end of the 2nd semester the student must realize at least 40 H credit points out of the maximum 60, which in terms of modules means that by failing **more than 3 modules** by the end of the second semester, the student will be made to withdraw from the Program.
- By the end of the 4th semester the student must realize at least 80 H credit points out of the maximum 120, which in terms of modules means that by failing **more than 6 modules** by the end of the fourth semester the student will be made to withdraw from the Program.

The one-third of the total credit requirements at the end of the 2nd and 4th semester is a higher order regulation than the allowance of the Exam Course. This means that a student failing to pass 3 (6) modules at the end of the second (fourth) semester will be unable to take part in further Exam Courses and will be made to withdraw from the Program.

Thesis

The overall objective of the Thesis is to reinforce the student's learning experience, 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 Research module 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 Research module is an independent module in which students work towards their Thesis.

Thesis topic and supervisor selection and the process of Thesis submission

Students' Thesis topic and supervisor selection and the process of Thesis submission consist of the following steps:

1. Students choose their topic – it is free choice but it has to be more empirical/applied than theoretical.
2. Students consult the module leader of the Thesis Research about their chosen topic. If the module leader approves their topic she appoints the appropriate supervisor from the Faculty of Business and Economics.
3. Students accept the appointed supervisor or look for another one.
4. Students hand in their Application Form for Thesis submission with the topic and the chosen supervisor.
5. The module leader accepts or rejects the students' application form. Reasons for rejection: not appropriate supervisor or missing data from the application form e.g.: signature of the chosen supervisor.
6. If the Application Form is accepted then the students can carry on with their work throughout the academic year: research, consultation, submission of research proposal and one chapter of the Thesis and Supervisor Contact Form 1, further consultation, submission of Thesis and Supervisor Contact Form 2. Supervisor Contact Form is for controlling the students' consultation activity. There are a minimum number of compulsory consultations which has to be accomplished.

Students have the opportunity to participate in the Hungarian Scientific Conference for Students and also on different case study competitions (e.g. L'Oreal, International Case Writing Competition). For these competitions they have to produce serious research work and submit written presentations. This scientific work of the students can constitute a very good foundation of their Thesis.

Thesis evaluation

The Program Leader will select two referees to evaluate the work. The evaluation sheet is public and available to all students. The Thesis evaluation form can be looked at **Appendix**.

Policy of failure

If both of the referees give grade 1 (fail) for the Thesis, then the student is not allowed to defend the work and has to rewrite the Thesis. If one of the referees gives a grade 1 (fail) and the other gives a grade 2 (pass) or better, then the Thesis has to be seen by a third referee. If the third referee gives a grade 1 (fail) then it is the responsibility of the Program Leader to decide whether to allow the student to defend the Thesis, or if the student must rewrite the Thesis. About detailed assessment criteria's the module leader of Thesis Research informs students.

Final Examination – Thesis Defence

The Final Examination 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.

After successfully completing the final examination a Certificate (Degree) in MSc Applied Management (MSc Applied Management) is issued by the University.

Assessment Boards and Results

At the end of each academic year, your results will be considered and confirmed by an Assessment Board (members: professors, Program Leader) and if you have successfully completed your assessment you will be able to progress to the next year or graduate. The Assessment Board determines also the classification of your degree according to the following scheme:

| | |
|-----------|-------------|
| 5,00 | Distinction |
| 4,51-4,99 | Excellent |
| 3,51-4,50 | Good |
| 2,51-3,50 | Fair |
| 2,00-2,50 | Pass |

Once the Assessment Board has met you will be able to view your results and progression status in the NEPTUN system.

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 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, all information are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from:

<http://www.citethisforme.com/harvard-referencing>

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 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 Leader.

The Faculty of Business and Economics of the University of Pécs have bought the license for the usage of the Turnitin software, so any attempt at plagiarism via the Internet will be detected.

Appeals

Students are able to appeal against assessment board decisions and the outcome of academic misconduct cases. The University of Pécs Regulations for Appeals apply to the Master of Science Applied Management and these are available on line at:

https://adminisztracio.pte.hu/sites/adminisztracio.pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/5mell-tvsz20190628.pdf

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 Leader.

Support

Although you are expected to be independent and to take responsibility for your own academic and personal life, there is still a lot of help available to support you throughout your Program.

Academic support

Academic staff

Your tutors will direct your studies and ensure that you know what work you need to cover in any given module. Seek advice from academic staff either during their office hours or by email or telephone.

Program Leader and Program Director

Your Program Leader aids your studies and will help you in academic and organizational matters that are brought to her attention. You can contact her at the e-mail and phone numbers supplied at the beginning of this document.

Your Program Director is responsible for the academic quality of your program. She may be contacted at the e-mail and phone numbers supplied at the beginning of this document. She will not deal with organizational issues, only content and academic quality concerns.

Support services at the University of Pécs

Study Department

The Study Department is where you can go as a first point of call to find out information or to seek advice. It is also the place where you can ask for study counselling.

Disability Support Service

The University of Pécs does not discriminate on the basis of disabilities; however students with disabilities should first consult the Study Department whether the Faculty can handle their particular disability.

Financial issues

Financial issues are dealt with the Central Studies Office which is to be found in the Center of Knowledge (Pécs, Universitas street 2).

International Student Support

International students can ask for support in the:

- Study Department
- International Office of the Faculty – both are on the first floor of the main – green building
- Program Leader
- Manager of the Stipendium Hungaricum Program in the Central University building Vasvári Pál street 4.

Student Union membership

For information on the University of Pécs, Faculty of Business and Economics Student Unions visit the websites:

<https://ktk.pte.hu/en/student-union>

<https://ktk.pte.hu/en/aiesec>

<https://ktk.pte.hu/en/aegee-pecs>

Program specification for the Master of Science Applied Management Program

| | |
|--------------------------|---|
| 1. Program title | MSc Applied Management |
| 2. Awarding institution | University of Pécs |
| 3. Teaching institution | University of Pécs |
| 4. Program accredited by | The Hungarian Accreditation Committee (MAB) |
| 5. Final qualification | MSc AM |
| 6. Academic year | 2018/19 |
| 7. Language of study | English |
| 8. Mode of study | Full time |

9. Criteria for admission to the Program

The basic requirement of the Program is the certificate of completion of Bachelor level education:

- (Hons) in Business Studies or related fields.

The specific requirements are:

- Transcripts for all completed years
- Entry requires satisfactory completion of BA courses. Failed students are not taken.
- Certificate of Proficiency in English: TOEFL certificate under two years old with a score of at least 550 points or equivalent certificate of proficiency in English (for non-native speakers or those who did not obtain their secondary education in a school with English as the language of institution). From Hungarian students the Type C intermediate level State Language Examination certificate under two years old is also accepted.
- Two reference letters for applicants from other countries.
- Completed Stipendium Hungaricum Application – if funding is required from the Hungarian Government
- The Program do not take students under 3,00 GPA, or those who failed either during their BA studies.

For Hungarian students the Higher Education Law decides the procedure of application that may be subject to changes in every year. Please consult the information booklet issued by the Ministry of Education before application! ("Felsőoktatási Felvételi Tájékoztató")

10. Aims of the Program

The underlying philosophy of this Program is that students follow an accelerated track of study, which will enable them to make useful contributions to the business organisations which they will join upon successfully completing the Program.

The purpose of the Program is to provide relevant education in order to prepare the students for careers in business. Its central concern is with the development of knowledge and skills required for the analysis of business problems and for the formulation and implementation of business strategies.

The Program aims to:

1. 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 student's competence in applying a range of business and management skills to the practice of management
3. Develop the critical and analytical powers of the student in relation to management.
4. Develop critical and analytical problem-based learning and the transferable skills to prepare the student for graduate employment
5. Develop critical, analytical and synthesizing skills in the student to enable them for a possible Ph.D. application.
6. Enhance the development of the students' existing skills base, allowing for a cumulative learning experience

| | | |
|--|--|--|
| <p>11. Program outcomes</p> <p>A. Knowledge and understanding On completion of this Program the successful student will have knowledge and understanding of :</p> <ol style="list-style-type: none"> 1. A critical understanding of current developments and issues in the practice of management 2. Systematic understanding of theoretical and conceptual grounding in management 3. Critical analyses, understanding, and evaluation of business situations in the globalised and Hungarian business environment taking into account the relevant quantitative and qualitative issues 4. An ability to consolidate of management concepts, models and ideas from academic and professional literature using different research methods and techniques <p>An ability to consolidate management concepts, models and ideas from academic and professional literature and apply in an academically applied context</p> | | <p>Teaching/learning methods</p> <p>Students gain knowledge and understanding through a combination of lectures, directed reading, coursework, case studies and group work. This is supplemented with the Thesis</p> <p>Assessment Method Students' knowledge and understanding is assessed by individual and group coursework and unseen examination. This is supplemented with the Thesis and the use of a record of learning and development throughout the Program</p> |
| <p>B. Cognitive (thinking) skills On completion of this Program the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Critical analyses and interpretation of information about the globalised and Hungarian organisations in their environment 2. Use the variety of methods to analyse business and human resource situations in the workplace 3. Apply theories and/or theoretical models to practical problems and situations <p>Apply the research process to decision making processes</p> | | <p>Teaching/learning methods Students learn cognitive skills through seminars, workshop sessions, practical exercises, conducting research both as a part of the module outcomes and the coursework.</p> <p>Assessment Method Students' cognitive skills are assessed by group and individual coursework and unseen examinations and in processes</p> |
| <p>C. Practical skills On completion of the Program the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate the development of specific professional skills in management for application in the workplace 2. Demonstrate the development of research skills 3. Evaluate the future outcomes of different proposed projects as part of the decision making process 4. Demonstrate and apply writing skills in a variety of academic and management context | | <p>Teaching/learning methods Students learn practical skills through library and labs research (C1;C3), and practices in the real business life. Presentation, case writing in workshops and coursework are used to develop skills. Methods will include role-playing, live interviewing practice, and research methods sessions and the use of a record of learning and development throughout the Program.</p> <p>Assessment Method Students' practical skills are assessed by group and individual coursework and reports, the preparation of a record of learning and development, and a Thesis.</p> |

| | | |
|--|--|--|
| <p>D. Graduate Skills On completion of this Program the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Work effectively as a member of a group 2. Communicate and present (and presentation skills) an argument both in writing and orally 3. Demonstrate numeracy 4. Take responsibility for own learning 5. Use the learning resources effectively 6. Demonstrate critical self-reflection 7. Demonstrate effective use of ICT <p>Undertake continuous professional development</p> | | <p>Teaching/learning methods Students acquire graduate skills through</p> <ol style="list-style-type: none"> 1. Case studies will be used to achieve objectives 2, 3, 4, 5 and 6. 2. Class exercises will be used to achieve objectives 1, 3, 4 and 6. 3. Group exercises will be used to achieve objectives 1, 3, and 4. 4. Open and directed discussions will be used to achieve objectives 1, 2 and 3. 5. Directed and reflective reading will be used to achieve objectives 1, 2, and 3. 6. Presentations will be used to achieve objectives 1 and 4. 7. Computer based sessions will be used to achieve objectives 5 and 6. 8. Group interaction sessions will be used to achieve objectives 1, 3, and 4. <p>Assessment method Students' graduate skills are assessed by group and individual coursework and reports, oral presentations, examinations, feedback on seminar and workshop sessions and the use of a record of learning and development throughout the Program.</p> |
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Program characteristics

A single Program – the MSc Applied Management - is offered. The learning outcomes – centring on the acquisition and development of theoretical and applied knowledge, and the skills and techniques of contemporary managerial practice in an international environment – are attained through compulsory core courses and optional modules. The compulsory courses provide the necessary theoretical foundations and core knowledge central to the Program. The options give students the opportunity to apply – and, hence develop – their new skills in specialist areas, as well as providing the additional analytical and applied tools and techniques that complete the learning outcomes. In addition, the options allow students to supplement their knowledge in a number of specialized areas; this complements their core knowledge, making for well-rounded practitioners, an objective central to the Program's learning aims and intended outcomes



APPENDIX 1

Sylalabi – Year 1

| | | | | | |
|---|--|-------------|----------|---------------------|---|
| Code | M17VZA05E | ECTS Credit | 6 | HUN Credit | 6 |
| Module Title: | BUSINESS INTELLIGENCE | | | | |
| Module Leader: | Dr. Ferenc Kruzslicz, PhD. | | Sessions | | |
| Telephone: | +36-72/501-599, 23113 | | E-mail: | kruzslic@tkk.pte.hu | |
| Short Description : | Business Intelligence generally is about how decision making processes can be improved through various interaction with data. The course focuses on data analytics application of internal and external enterprise data sources. The course structure follows the steps of the industrial standard CRISP-DM methodology. After a concise introduction to the data warehouse and the multidimensional data model, the typical data mining task are detailed. The semester is dedicated to predictive modeling tools, followed by frequently used descriptive models. These issues are illustrated by real world examples with special emphasis given to Machine Learning. Related case studies are discussed and solved by recent data mining software tools as hands-on experimentation with algorithms. | | | | |
| Sessions (weeks): 14 (8th week is break) Schedule is tentative and subject to change. | | | | | |
| 1. week | RA: BInDM chapter 1.1, 2.2 & PAnDM chapter 13 | | | | |
| | Introduction (BI Terminology, Big Data) | | | | |
| 2. week | RA: BInDM chapter 1.2, 13.2, 3 & PAnDM chapter 1 | | | | |
| | Data Warehouses (OLAP Operations, Key Performance Indicators) | | | | |
| 3. week | RA: BInDM chapter 1.4, 2.1, 4.4 & PAnDM chapter 2 | | | | |
| | Exploring Data (Visualization, CRISP-DM) | | | | |
| 4. week | RA: BInDM chapter 4.1, 13.1 & PAnDM chapter 3 | | | | |
| | Data Preprocessing (Data Preparation, Data Quality, Data Cleansing) | | | | |
| 5. week | RA: BInDM chapter 1.3, 4.3 & PAnDM chapter 4.4 | | | | |
| | Data Analytics (Data Mining Techniques, Lazy and Eager Methods, k-NN) | | | | |
| 6. week | RA: BInDM chapter 5 & PAnDM chapter 4.1 | | | | |
| | Classification Model (Inductive Learning, Decision Tree Classifiers, Decision Borders) | | | | |
| 7. week | RA: BInDM chapter 4.2 & PAnDM chapter 8, 4.2 | | | | |
| | Classification Evaluation (Validation, Performance Metrics, Overfitting) | | | | |
| 8. week | RA: BInDM chapter 7 & PAnDM chapter 4.5, 4.6 | | | | |
| | Statistical and Machine Learning (Naive Bayes and Artificial Neural Networks) | | | | |
| 9. week | Break | | | | |
| | Midterm exam | | | | |
| 10. week | RA: BInDM chapter 9 & PAnDM chapter 6 | | | | |
| | Association analysis (Frequent Itemset, Association Rule Generation, Performance Measures) | | | | |
| | RA: BInDM chapter 8 & PAnDM chapter 7.1 | | | | |



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Faculty of Business & Economics
Business Degree Programs in English
MSc in Applied Management

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| 11. week | Segmentation (Prototype Based and Hierarchical Clustering Methods) |
| 12. week | <i>RA: BInDM chapter 6 & PAnDM chapter 7.2, 7.3</i> Segmentation Evaluation (Model evaluation, Density Based Clustering, DBSCAN and SOM) |
| 13. week | <i>RA: BInDM chapter 10, 11 & PAnDM chapter 9</i> Unstructured Data (Text Mining, Web Mining, Sentiment Analysis) |
| 14. week | <i>Project presentations</i> Discussion of competition results |
| Rationale Including Aims: | Achieving the course students will recognize data analytics aspects and requirements of business intelligence problems. They will be able to actively manage and efficiently participate in data mining projects. Additionally to understanding of popular data mining techniques students have knowledge to identify advantages and limitations of these tools. Based on their solid practical skills using data mining softwares students can perform powerful data analysis, or build and implement automated applications. |
| Learning Outcomes: Knowledge | Differentiate traditional and data mining tasks. Recognize data warehouse and data mining functionalities. Able to follow knowledge discovery methodologies. Describe data mining primitives, languages, and system architectures Define current state and requirements in data mining research. Sense on security and social issues of data mining. Understand the foundation of machine learning and its various learning strategies. |
| Learning Outcomes: Skills | Apply data preprocessing techniques to improve data quality. Use data mining software and understand its process flow. Able to scale the known techniques on large databases. Perform standard analytics (classification, rule generation, anomaly detection). Match business problems to appropriate analytic tasks. |
| Teaching and Learning Strategies: | Theoretical foundations strictly follow the text book. Reading assessments are short quizzes used for measuring the preparation level. Presentations and other supplementary course materials are provided. In class the selected topic is discussed and small scale illustrative examples and exercises are solved. The corresponding computer lab exercises are simulated data mining projects of different fields and real data sets. Students have to read the case study and do the basic data exploratory steps in advance, and group work is allowed. Along with the course progresses less detailed instructions are given and the data analytic goals are getting more ambiguous. Midterm exams based on similar exam cases, where students have to understand and build a working model on computer, evaluate it, and interpret the results. |
| Assessment Scheme: | Reading assessment: 15% Group problem solving: 15% Midterm exam: 35% Final exam: 35% Reading assessment (RA): Each quiz is based on the weekly topic and available online. Before class reading tests contain 5 questions about the current book chapter. (Not available in exam course.) Group problem solving (GPS): Groups of 3-4 students work on small case studies, and submit they solutions to 5 questions on a weekly bases. (Not available in exam course.) Midterm exam: A complex case study must be solved in this computer-based practical exam. Any kind of additional resources are allowed to use, except communication tools. Midterm exam resit opportunity is scheduled at the first week of the exam period. Final exam: Students have to answer questions from selected parts of the core materials of the course in written form. The exam may contain end of chapter exercises. Course site: PTE moodle (https://moodle.pt.hu) |



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| Core Learning Materials: | [BInDM] Anil Maheshwari: Business Intelligence and Data Mining (Big Data and Business Analytics) Business Expert Press 2014, (1st Edition) ISBN: 978-1631571206, pp. 180 [PAnDM] Bala Deshpande, Vijay Kotu: Predictive Analytics and Data Mining (Concepts and Practice with RapidMiner) Morgan Kaufmann Publishing 2014, (1st Edition) ISBN: 978-0128014608, pp. 446 |
| Optional Learning Material: | Ramesh Sharda, Dursun Delen, Efraim Turban: Business Intelligence, Analytics, and Data Science: A Managerial Perspective, Pearson 2017, (4th Edition) ISBN: 978-0134633282, pp.512. Pang-Ning Tan, Michael Steinbach, Vipin Kumar, Anuj Karpatne: Introduction to Data Mining, Pearson 2012, (2nd Edition) ISBN: 978-0-13-312890-1, pp. 792 Markus Hofmann, Ralf Klinkenberg: RapidMiner: Data Mining Use Cases and Business Analytics Applications, Chapman & Hall/CRC, 2013 ISBN: 1482205491, pp. 525 |

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|---------------------------|--|--------------------|-----------------|--|----------|
| Code | M17VZA01E | ECTS Credit | 6 | HUN Credit | 6 |
| Module Title: | APPLIED STATISTICS AND ECONOMETRICS | | | | |
| Module Leader: | Gábor Körösi, Professor | | Sessions | Mixed lectures and computer exercises. | |
| Telephone: | +36-72/501-599, 63131 | | E-mail: | korosig@ktk.pte.hu | |
| Short Description: | The subject gives an overview of major methods of empirical work in economics, mostly concentrating on econometric techniques. The methods will be applied to various economic problems, demonstrating their use in practical applications. Students get hands on experiences analysing various economic problems with a variety of approaches. We use gretl for practical work. | | | | |
| Sessions (weeks): | | | | | |
| <u>2 February</u> | Economic models, data, statistical model. Revision: probability, data description, statistical inference. SW chapters 1-3 | | | | |
| <u>9 February</u> | Linear regression 1: revision of the basic concepts. SW chapters 4 & 5 | | | | |
| <u>16 February</u> | Linear regression 2: single and multiple regressors, estimation, inference, model diagnostics. SW chapters 6 & 7 | | | | |
| <u>23 February</u> | Non-linear models 1: linearization; indicator variables (dummies); inference. SW chapters 7 and 8 | | | | |
| <u>2 March</u> | Non-linear models 2: working with regression models. SW chapter 8 | | | | |
| <u>9 March</u> | Non-linear models 3: binary dependent variables. SW chapter 11 | | | | |
| <u>16 March</u> | Time series modelling 1: dynamics, forecasting. SW chapters 14 & 15 | | | | |
| <u>23 March</u> | Time series modelling 2: dynamics, causality. SW chapters 14 & 15 | | | | |
| <u>30 March</u> | Time series modelling 3: stationarity, non-stationarity. SW chapters 14, 15, parts of 16. | | | | |
| <u>13 April</u> | Time series modelling 4, Endogenous regressors: special time series issues, SW chapters 12 & parts of 16. | | | | |
| <u>20 April</u> | Endogenous regressors. Panel data 1. SW chapters 12 & 10. | | | | |
| <u>27 April</u> | Panel data 2. Experiments. SW chapters 10 & 13. | | | | |
| <u>4 May</u> | Modelling strategies. Revision. SW chapter 9 | | | | |



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| Rationale Including Aims: | Practical work in economics is based on data analysis in most cases, using causal models. The purpose of this course is to teach students the most important methods used in such applied work. |
| Learning Outcomes: Knowledge | Students get a practical knowledge of the major econometric techniques, including the conditions for proper use, and methods for assessing the validity of their model. They should be able to identify methods needed in a practical situation, do the basic statistical analysis, and interpret the results. |
| Learning Outcomes: Skills | Students will work on various problems, typically using real life data. By the end of the course they should be able to do data analysis properly, on their own, using a simple computer package |
| Teaching and Learning Strategies: | The course is a mixture of lectures and computer exercises. We shall use data and computer at each major milestone. Technical details of the methodology are not part of the course, but basic knowledge of calculus, linear algebra and probability is necessary. |
| Assessment Scheme: | 2 assignments, 19% both Final examination, 62% |
| On the assignment: | Each student will get a separate dataset and a task description, uploaded to the Assignment folder of Neptun. File names are the student identifiers, file types are .gdt and .rtf. You have to do the empirical analysis, requested in the task file, using your specific data. Your report should include all relevant empirical results (you can copy them from gretl output), together with the interpretation of the results. Be brief, be precise, and do not waffle. |
| Core Learning Materials: | Stock and Watson: Introduction to Econometrics, Addison-Wesley, 2014 (3 rd edition). (The 2007 2 nd and the 2019 4 th edition are also fine.) Chapter numbers are from the 3 rd edition. Also used: Gretl user's guide Berndt: The Practice of Econometrics, Addison-Wesley, 1991 |
| Optional Learning Material: | Wooldridge: Introductory Econometrics, MIT, 2009 Brooks: Introductory Econometrics for Finance, Cambridge, 2008 Cameron and Trivedi: Microeconometrics, Cambridge, 2005 Kőrösi, Mátyás and Székely: Practical Econometrics, Avebury, 1992 Greene: Econometric Analysis. Prentice Hall, 2008. Pesaran: Time Series and Panel Data Econometrics, Oxford, 2015. Wooldridge: Econometric Analysis of Cross Section and Panel Data, MIT, 2010 Angrist and Pischke: Mastering "metrics", Princeton, 2015 Papers uploaded to Neptun |



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| Code | M17VZA01E | ECTS Credit | 6 | HUN Credit | 6 |
| Module Title: | APPLIED VENTURE VALUATION | | | | |
| Module Leader: | Dr. András Takács, Habil, PhD. Associate professor | | Office Hours: | Tuesday 8:00-09:00 (in person or in MS Teams) | |
| Telephone: | +36-72/501-599, 23277 | | E-mail: | takacs.andras@ktk.pte.hu | |
| Short Description: | The objective of this course is to discuss the typical accounting problems met by firms operating in international environment and to present the ways of determining the value of a corporation. In the first part of the semester, issues related to international accounting are discussed, where students will have a deep insight into the financial statements presented under US GAAP and under International Financial Reporting Standards (IFRS) and will understand how accounting information should be interpreted and used for valuation purposes. In the second part (company valuation), the aim is to build up students' ability to appropriately select and apply different valuation methods and thus to determine the intrinsic value of any company. | | | | |
| Sessions (weeks): 13 | | | | | |
| 1-2. | The structure and content of financial statements under the US GAAP and under International Financial Reporting Standards (IFRS). | | | | |
| 3. | Consolidated statements, the process of consolidation. | | | | |
| 4. | Case study and classwork. | | | | |
| 5. | Analysis of financial statements based on financial ratios. | | | | |
| 6. | Midterm exam. The necessity of company valuation. Valuation approaches and techniques defined in the relevant literature and in the International Valuation Standards (IVS 2020). | | | | |
| 7. | Net asset-based methods: liquidation value, book value, substantial value. Case study. | | | | |
| 8. | Valuation with multiples. Case study. | | | | |
| 9. | Discounted Earnings and Discounted Cash Flow (DCF) methods. Case study. | | | | |
| 10-12. | Working out students' own Excel-based valuation tool. | | | | |
| 13. | Discussion of project works. Preparation for the final exam. | | | | |
| Rationale Including Aims: | This module aims to develop the students' competence in applying a range of skills in the field of international accounting and company valuation. Based on the students' existing accounting knowledge the module will help them to further develop their analytical and critical powers in relation to accounting and valuation. | | | | |
| Learning Outcomes: Knowledge | Upon completion of this module the student will <ol style="list-style-type: none">1. Explain the structure and content of IFRS-based financial statements2. Appraise the process of consolidation and the special features of consolidated statements | | | | |



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| | 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. Understand the main valuation principles stated in IVS 2017 |
| Learning Outcomes: Skills | 5. evaluate the financial position of any companies based on financial statements 6. create, analyse and interpret accounting information in order to support the management's decision making 7. judge the business situations in which company valuation is needed, accurately determine the parameters required and find the combination of methods that fit the given situation 8. create valuation reports compatible with IVS 2017 |
| Teaching and Learning Strategies: | The teaching strategy applied is a mix of lectures, seminar discussions and case studies. Individual work as well as group work is required. |
| Assessment Scheme: | Midterm exam (4-8) – 20% (45 minutes) Project work (1-5) – 30% Final exam (4-8) – 50% (75 minutes) |
| Core Learning Material: | Dr. TAKÁCS, A.: "Applied Venture Valuation", University of Pécs, Faculty of Business and Economics, 2021 (electronic learning material, available in Moodle) |
| Further Reading Material: | DAMODARAN, A.: "Investment Valuation: Tools and Techniques for Determining the Value of Any Asset", Second Edition, Wiley, 2002 KOLLER, T. – GOEDHART, M. – WESSELS, D.: "Valuation: Measuring and Managing the Value of Companies", 5th Edition, McKinsey & Company Inc., 2010 |

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|--|---|-------------|---------------|--|---|
| Code | M17VZB14E | ECTS Credit | 6 | HUN Credit | 6 |
| Term: | 1 st semester | | | | |
| Module Title: | ADVANCED ORGANISATIONAL BEHAVIOUR | | | | |
| Module Leader: | Zsuzsanna Vitai Professor | | Office Hours: | Monday: 15 p.m. – 16 p.m. Or by appointment via the Program's secretary, Gabriella Kohlmann | |
| Telephone: | +36-72/501-599, 23198 | | Email: | vitai.zsuzsanna@ktk.pte.hu | |
| Short Description: | In the 21 st century, technical knowledge is essential but insufficient to be productive in the workplace. Students need comprehension of human behavior in organizations, how these affect organizational systems, structure, and productivity. In this module, we will explore some chosen topics in the field that will aid students to deepen their already existing knowledge and enable them to analyze and understand human and organizational processes. No matter what future area of business the student chooses, this module will aid her/him to be efficient and productive in their chosen organization. | | | | |
| Sessions (weeks): Every Monday 11-12 30 a.m. and 13-14 30 a.m. | | | | | |
| The schedule is tentative and subject to change! | | | | | |



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| 01. 02. | Introduction requirements. How will we work together, and what is advanced organizational behavior? |
| 08.02. | The Changing Environment of Organizations |
| 15. 02. | Individual Differences |
| 22.02. | Values Perceptions and Reactions |
| 01.03. | Motivating behavior |
| 08.03. | Groups and Teams Online Class – NO attendance is required! |
| 15.03. | National holiday NO CLASS! |
| 22.03 | Electronic midterm exam! |
| 29.03. | Communication |
| 04. 04-09.04. | Spring break! |
| 12. 04. | Power Influence and Politics Online Class – NO attendance is required! |
| 19.04. | Organizational Structure and Design Online Class – NO attendance is required! |
| 26.04. | Organizational Culture Online Class – NO attendance is required! |
| 03.05. | Harvard simulation Patient zero |
| Rationale including Aims: | In all organizations, the key to success is their employees' commitment, engagement, and motivation to work towards the organization's goals. Besides, all these students have to learn to work together collaboratively and have to be able to handle stressful situations in the workplace. The knowledge and techniques may be instinctively there in the members, but not in all people. Even if they are there, instinct may not be the answer to complicated problems. The necessary knowledge can be learned and improved via structured studies. |
| Learning Outcomes: Knowledge | <ol style="list-style-type: none"> 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 |
| Learning Outcomes: Skills | <ol style="list-style-type: none"> 1. Ability to handle difficult situations and people 2. Competence in finding the causes of events and reacting to them in the proper way 3. Adeptness in discovering innovative solutions for organizational structuring using 21st-century technology |



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| Teaching and Learning Strategies: | <p>The module uses online resources, and one-third of the course will be exclusively online.</p> <p><i>All study material will be provided via the MindTap interface. Students are expected to use the computer extensively.</i></p> <p>Class meetings will be using discussions, self-assessment exercises, presentations, and debates. Lectures will be used only to a moderate extent, only to highlight problematic issues.</p> |
| Assessment Scheme: | <p>One midterm exam: 200 points 20%</p> <p>One final exam: 500 points 50%</p> <p>Class contribution during the semester:</p> <ul style="list-style-type: none"> • MindTap assignments 20% 200 points • Class participation 10% 100 points (5% presence, 5% activity) <p>Students must pass all of these elements to be deemed to have passed the module! (you have to achieve a minimum of 51% of each element to pass it)</p> <p>The final mark awarded will be determined by the percentage given (as below):</p> <p>0-50% - 1 fail</p> <p>51-60% - 2 acceptable pass mark</p> <p>61-74% - 3 medium grade</p> <p>75-87% - 4 good</p> <p>88-100% - 5 best mark in Hungary</p> |
| Core Learning Materials: | <p>Textbook:</p> <ol style="list-style-type: none"> Ricky W. Griffin; Jean M. Phillips; Stanley M. Gully Organizational Behavior: Managing People and Organizations, 13th Edition Cengage Learning MindTap interface – provided by the Faculty of Business and Economics |
| Optional Learning Material: | Any OB book in the library published post-2010 |



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| Code | M17VZB13E | ECTS Credit | 6 | HUN Credit | 6 |
| Module Title: | STRATEGIC HUMAN RESOURCE MANAGEMENT | | | | |
| Module Leader: | Dr. Zsófia Ásványi PhD Assistant Professor | | Sessions | Wednesdays 9.30-12.30 | |
| Telephone: | +36-72/501-599, 63114 | | E-mail: | asvanyizs@ktk.pte.hu | |
| Short Description: | Strategic Human Resource Management examines strategic issues of human resources discussing both domestic and multinational practices in business corporations. The aim of the course is to highlight how HRM practices may contribute to organisational strategy and success in operation. | | | | |
| Sessions (weeks): 2 + 2 | | | | | |
| <u>3 Feb</u> | Introduction to HRM, course requirements | | | | |
| <u>10 Feb</u> | Lecture on: Key issues of SHRM Topic 1: Nature of HRM Topic 2: The Dual Theory of HRM and Business Performance Topic 3: Legal and Non-legal Framework of HRM Topic 4: HRM in Organizations Topic 5: HRM Competencies | | | | |
| <u>17 Feb</u> | Lecture on: Staffing the Organization 1 – Planning, Recruitment Students’ presentation on: Gamification in talent acquisition | | | | |
| <u>24 Feb</u> | Lecture on: Staffing the Organization 2 – Selection, On-boarding Students’ presentation on: Selecting a special target group: expatriates | | | | |
| <u>3 March</u> | Lecture on: Absenteeism & Employee Turnover, Downsizing the Organization Students’ presentation on: Outsourcing – Outplacement: similarities & differences | | | | |
| <u>10 March</u> | Lecture on: Job, Job Analysis, Job Evaluation Systems Students’ presentation on: Job descriptions all over the world OR HAY Guide Chart & HAY pay grades | | | | |
| <u>17 March</u> | MIDTERM EXAM | | | | |
| <u>24 March</u> | Lecture on: Performance Management Students’ presentation on: “Harvard Business Review: Reinventing Performance Management” article | | | | |
| <u>31 March</u> | Lecture on: Total Reward and Compensation Students’ presentation on: Expat compensation techniques | | | | |
| <u>7 April</u> | Spring holiday | | | | |
| <u>14 April</u> | MIDTERM RETAKE EXAM INTERNATIONAL TEACHING WEEK | | | | |



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| <u>21 April</u> | Lecture on: Training and development (HRD) Students' presentation on: Pre-departure training for expatriates |
| <u>28 April</u> | Lecture on: Labour Relations Students' presentation on: Comparative study of trade unionism & the right to strike |
| <u>5 May</u> | Closing lecture, Revision, Course evaluation, Q&A Session |
| Rationale Including Aims: | <p>The course provides a new method for dealing with the organisation's longer term human resource challenges. By introducing the concept of "human resourcing strategy" it uses a broad brush on the canvas of HR and a full range of perspectives are included in the overall picture. By dealing with human resourcing strategy in this way, we follow the shift in the HR paradigm that was taking place in a new millennium.</p> <p>The course is designed to help students to learn about the fundamental concepts of domestic and international HRM and some of the many issues that must be dealt with when implementing an international business plan.</p> <p>The course provides students with enhanced and deepened knowledge and skills to equip them for a career in a diverse range of business organisations.</p> <p>It enhances the development of the students' existing skills base, allowing for a cumulative learning experience.</p> |
| Learning Outcomes: Knowledge | <p>On completion of this module the successful student will be able to:</p> <ul style="list-style-type: none"> – define and understand the key functions within Strategic Human Resource Management, – recognise the contribution that HR services to organizational growth and change, – provide a critical view of the business environment and demonstrate appropriate practical responses, – evaluate & use SHRM policies and techniques as a strategic response to global challenges, – recognise the link between individual motivators, culture and communication and their role in a high performance culture. |
| Learning Outcomes: Skills | <p>This module will call for the successful student to demonstrate:</p> <ul style="list-style-type: none"> – ability to conduct effective small-scale research (library use, information handling), – effective verbal presentation of ideas, – effectiveness in argument and debate with peers, – ability to cope with uncertainty (decision making), – positive contribution to group (team) working appropriate evaluative judgements of work produced by self and by peers. |



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| Teaching and Learning Strategies: | <p>In each two-hour teaching session we will follow the next course methodology to achieve the desired objectives:</p> <ul style="list-style-type: none"> – Presentation of the lecturer. Lectures are designed to reinforce the cases and explain or supplement reading materials – Professional discussion supported by students' presentations, peer-, and group work |
| Assessment Scheme: | <p>Assessment is based on the following criteria:</p> <ol style="list-style-type: none"> 1. Open-book mid-term exam: 40 points 2. Open/Closed book final exam: 40 points 3. In-class group presentations: 10 points <ul style="list-style-type: none"> – Clarify basic issues of the topic (1 slide) – Indicate its strategic importance (1 slide) – Show a best practice – Involve class – Show literature used <p>Present your findings to class in 15 mins! Time limit must be kept! Presentations without references are not accepted! Group size: maximum 3 students!</p> 4. Critical evaluation of an HR article: 10 points (uploading to MS Teams until the end of semester) <ul style="list-style-type: none"> – You may choose ANY SCIENTIFIC article within the frames of Human resources management you find interesting/pioneer/worth distributing to others. – Length: 1-3 pages (with letter-size: 12) – You should summarize the article (one!), introduce its main findings AND OFFER A CRITICAL EVALUATION OF THE TOPIC. – You must indicate the original source otherwise the paper will not be accepted! – The original article can be written in any language, your paper is accepted when written in ENGLISH. – Deadline: last week of the semester |
| Core Learning Materials: | <ol style="list-style-type: none"> 1. Dessler, G: Human Resource Management, Pearson, 2019. 2. Mathis, R. L., Jackson J. H., Valentine S. R., Meglich P. A.: Human Resource Management, Cengage Learning, 16th Edition, 2020. 3. Lecture materials |
| Optional Learning Material: | <ol style="list-style-type: none"> 1. Peter J. Dowling, Marion Festing, Allen D. Engle Sr.: International Human Resource Management 7th Edition, Cengage Learning EMEA, 2019. 2. Tony Edwards, Chris Rees: International Human Resource Management: Globalization, National Systems and Multinational Companies, 3rd Edition, Pearson 2017. <p>Strong focus is on students' ability to search for further relevant material.</p> |



Syllabi – Year 2

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| Code | M17VZA07E | ECTS Credit | 6 | HUN Credit | 6 |
| Module Title: | GLOBAL MARKETING | | | | |
| Module Leader: | Beatrix Lányi, habil. Ph.D. Associate professor Szabina Végi Mikeiné Ph.D. student | | Office Hours: | Tuesdays 12,15-13,15 | |
| Telephone: | 72/501-599 ext. 23182 | | E-mail: | lanyi.beatrix@ktk.pte.hu | |
| Short Description: | Macroeconomic, politic, cultural and legal variables are studied in relation to commercial opportunities available in export markets. Information search and international markets assessments are presented as a prerequisite to market entry and to structuring a marketing strategy and preparing a proposed international marketing mix. Internet sources of information for export are covered. International marketing opportunities and challenges are presented for small and medium sized businesses as well as for large global corporations. | | | | |
| Sessions (weeks) Wednesdays 9,30-10,45 11,00-12,45 | | | | | |
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| Rationale Including Aims: | The general purpose of this course is to examine the scope and challenges of global marketing and students will be able to apply marketing mix tools systematically in the extended competitive area. | | | | |
| Learning Outcomes: Knowledge | Students will be able to develop critical analytical solutions. After the course students will be able to redefine problems from a wider perspective and give unique solutions currently aroused problems. | | | | |
| Learning Outcomes: Skills | At the end of the course, a student should be able to: 1. Understand the challenges confronting the international marketing management of companies. 2. Know and develop a critical evaluation of external factors influencing the decision making activities of international marketing managers. 3. Analyze an international marketing decision, taking into account ways of accessing foreign markets, the degree of centralization or decentralization of decision making and the degree of appropriate standardization or adaptation of marketing decisions. 4. Know where to find secondary data relevant for international marketing. 5. Plan the gathering of primary data collection in an international context. 6. Prepare and present a clear and concise international marketing analysis of a case study including the analysis of the environment, the proposed strategy, the marketing mix and the procedure for control and monitoring of anticipated results. | | | | |



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| Teaching and Learning Strategies: | Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to have read the assigned readings and be prepared to answer and discuss selected questions and cases proposed at the end of the different parts of the book. From the second class students have to prepare themselves and discuss case studies. Students prepare case presentations, an article presentation and a country presentation. Each student has to prepare individually for the discussion of the text and cases. |
| Assessment Scheme: | <ul style="list-style-type: none"> - Class work - 20% - Homework – 15% - Quiz – 5% - Country study (written project and presentation) - 20% - Final exam - 40% Total 100% |
| Further on Assessment: | Those students who apply themselves on international marketing competitions (for example L’Oreal Brandstorm Competition etc.) and are able to achieve a good ranking may get extra 20 points. |
| Core Learning Materials: | Keegan, Warren J. and Green, Mark C. (2017), Global Marketing , International Edition, Pearson/Prentice-Hall |
| Optional Learning Material: | Hollensen Svend (2017) Global Marketing , International Edition, Prentice Hall Cateora, Philip R. (1998), International Marketing , Tenth Edition, Chicago, IL: Richard D. Irwin. Website: http://www.mhhe.com/cateora Web sites for international marketing: http://www.odci.gov/cia/publications/factbook http://www.wto.org (World Trade Organization), http://www.un.org (United Nations), http://www.imf.org/ (International Monetary Fund), http://www.oecd.org/ (Organization for Economic Cooperation and Development), http://europa.eu.int/en/comm/eurostat (Statistics of the European Union), http://www.eiu.com (The Economist Intelligence Unit), http://www.euromonitor.com (Euromonitor) http://www.europeonline.com Articles in the Business Press such as: The Economist, Business Central Europe, The Wall Street Journal, Financial Times, Fortune, Business Week, Figyelő, HVG, etc. See, for example, the following websites: http://www.economist.com , http://www.wsj.com , http://www.ft.com , http://www.businessweek.com , http://www.fortune.com http://www.cnnfn.com http://www.economedia.com http://www.bcemag.com http://www.fn.hu (Hungarian) http://hvg.hu (Hungarian) <i>Research articles in journals such as: Harvard Business Review, Journal of</i> |



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| | <p><i>Marketing, Journal of International Marketing, Journal of International Business Studies, Journal of Global Marketing, Journal of International Consumer Marketing, Journal of Euromarketing, International Journal of Commerce and Management, Marketing & menedzsment, etc.</i></p> <p>See the following websites for a complete list of scientific marketing journals: http://www.tilburguniversity.nl/faculties/few/marketing/links/journal1.html http://www.smeal.psu.edu/isbm/index.html http://globaledge.msu.edu/ibrd/ibrd.asp http://www.m-and-m.hu (Hungarian)</p> |
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| Code | M17VZB16E | ECTS Credit | 6 | HUN Credit | 6 |
| Module Title: | BUSINESS CONSULTING | | | | |
| Module Leader: | Dr. András VAJKAI PhD Lecturer: Csaba RUZSA | | Office Hours: | Teams call in pre-arranged time | |
| Telephone: | +36-72-501-599/23369 | | E-mail: | ruzsa.csaba@pte.hu | |
| Short Description: | The MSc in Applied Management Programme is designed to give last year students an opportunity to meet real life problems and to consult with real businesses and organisations. This module will provide student interaction with existing business problems as well as with top managers of the businesses. In the final stage student have to solve a real business problem. | | | | |
| Sessions (weeks) (The schedule is tentative, and subject to change.) 1. Introduction. What do we expect from each other and from the course? A Brief introduction to Management Consulting. Definition of management consulting. 2. The role of consultants. Client industries. What consultants do? 3. Guest lecturer from AAM Consulting Company (Gábor Kornai CEO) 4. The process of management consulting. 5. International tendencies of management tendencies. General long-term tendencies. HBR 10 trends to watch. 6. Consulting and project management by Balázs Horváth (OTP) guest lecturer. 7. The methods of management consulting. 8. Methods in the diagnosis phase of management consulting. Business processes. 9. Digitalization of organizations. 10. Spring break – No lesson (7 April 2021) 11. UPFBE International Teaching Week (exact programme to be announced later) 12. Reading week – No lesson (21 April 2021) 13. Announcing complex case study for student presentations 14. Student presentations based on complex case study (Final exam in the exam period) | | | | | |
| Aims: | The course is designed to overview the various aspects of consulting profession | | | | |



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| | <p>issues. Effort will be placed on developing proficiencies in a range of skills required to practice consulting. Moreover, the aim of this module is to provide students with the opportunity to apply concepts learned in their MSc study to real world business situation. Through this module students will provide confidential consulting to business enterprises under the direction of the supervisor.</p> <p>The course is practically useful to those who are specifically interested in consulting careers or whose current or future jobs involve consulting or line management using consultants.</p> |
| Learning Outcomes: Knowledge | <p>This course provides a synthesised knowledge on business and a potential of understanding real life business problems.</p> <p>Gaining knowledge of business consulting practices.</p> <p>Gaining practice in solving a real world project.</p> <p>Gaining exposure to various processes and interventions involved in the business consulting field.</p> <p>Experience in problem solving and decision making.</p> <p>A potential to improve ability to present analyses of issues and problems in a concise, accurate, clear and interesting manner from the perspective of a consult.</p> |
| Learning Outcomes: Skills | <p>In overall, students will be able to synthesize textbook learning from other courses along with critical thinking skills.</p> <p>Students learn how to match individual strengths, weaknesses, likes, dislikes, personality and goals with consulting opportunities, demands and behaviours so as to help enhance placement and career opportunities in consulting.</p> <p>Students work in teams, so the module develops team building skills.</p> <p>Students are required to solve problems by meeting the ethics of consultancy and business.</p> <p>Students develop communications skills to solve the client's problems.</p> <p>Moreover, enhanced capabilities and presentation skills, both written and oral, are required in the classwork.</p> |
| Teaching and Learning Strategies: | <p>Students learn in lectures about the basics of business consulting.</p> <p>Later the semester students receive a real world company problem to solve as if they were consultants. Students have to work in team work on this problem. They have to make a presentation of their work at the end of the semester.</p> |
| Assessment Scheme: | <p>Students' knowledge and understanding is assessed by individual exam and team work tasks.</p> <p>Evaluation consists of:</p> <ul style="list-style-type: none"> • Final exam (50%) • Classwork (50%): case studies and presentation based on the complex case study <p>Evaluation:</p> <ul style="list-style-type: none"> • 0%-51%: fail (1) • 51.1%-59.9%: pass (2) • 60%-74.9%: fair (3) • 75%-87.9%: good (4) • 88%-100%: excellent (5) <p>Maximum 20% missing (3 classes) is acceptable.</p> |



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| <u>Core Learning Materials:</u> | <ul style="list-style-type: none"> Kubr M, 2002 : Management Consulting – A guide to the profession. International Labour Office Geneva. 3-85, 153-261, 547-575 pp. |
| <u>Optional Learning Material:</u> | <ul style="list-style-type: none"> Altman, W., 2008: what's the point of management consultants?. In.: Engineering & Technology (17509637); 7/5/2008, Vol. 3 Issue 12, p80-83, 4p, Biswas, Sugata – Twitchell, Daryl: Management Consulting, 2nd Edition, John Wiley & Sons. Inc., New York, 1999, 2002 pp. 5-28; 69-73; 101-126; 209-237. Economist, 2011: Advice for consultants. In The Economist. 6/4/2011, Markham, Calvert: Developing Consulting Skills = Consulting to Management - C2M, 2005, Vol. 16. Issue 4, pp. 33-37. Nadler A.,D., 2005: Confession of a trusted consultant. In: HBR, 2005/sept. 68-77 pp. Poór, József – Gross, Andrew: Management Consultancy in an Eastern European Context, KJK-Kerszöv, Budapest, 2003 pp. 13-39; 57-72; 145-156. Sadler, Philip (ed.): Management Consultancy, Kogan page, London 2001. pp. 293-321. Rasiel E.M., Friga P.N.: The McKinsey Mind. McGraw-Hill. 2002. 1-103 pp. Schmuck, R: Strategic Management Consulting in Hungary. Strategic Management: International Journal of Strategic Management and Decision Support Systems in Strategic Management 2020, 25(3), pp. 45-53 Schiffman, Stephan: The Consultant's Handbook, 2nd Edition, Adams Media Corporation Holbrook, Massachusetts, 2001 pp. 103-135. |
| <u>Useful Websites:</u> | No generally useful websites, students should find the associated websites to their individual project. |

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| Code | M17VZB15E | ECTS Credit | 6 | HUN Credit | 6 |
| Module Title: | Quality Management | | | | |
| Module Leader: | Dr. Roland SCHMUCK | | Office Hours: | Teams call in pre-arranged time | |
| Telephone: | +36-72-501-599/23369 | | E-mail: | schmuck.roland@ktk.pte.hu | |
| Short Description: | The goal of the course is to show the concepts and methods of quality management in organizations. | | | | |
| Sessions (weeks) | | | | | |
| (The schedule is tentative, and subject to change.) | | | | | |
| 1. Differing perspectives on quality; Case study #1 | | | | | |
| 2. Quality theory; Case study #2 | | | | | |
| 3. Complex case study: Gung Ho (car manufacturing industry) | | | | | |
| 4. Student presentations of solutions based on the Gung Ho case (25 th February 2021) | | | | | |
| 5. Global supply chain quality and international quality standards; Case study #3 | | | | | |
| 6. Strategic quality planning, Case study #4 | | | | | |
| 7. Guest lecturer: Sakti Hendra Pramudya from Wikipedia, Case study #5 | | | | | |



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| <p>8. Quality and innovation in process design; Case study #6</p> <p>9. Designing quality services; Case study #7</p> <p>10. Spring break (8th April 2021)</p> <p>11. Managing Supplier Quality in the Supply Chain; Case study #8</p> <p>12. Reading week – No lesson (22nd April 2021)</p> <p>13. Complex case study : The Hundred-Foot Journey (restaurant service sector)</p> <p>14. Student presentations of solutions based on the case study (6th May 2021)</p> <p>Final exam in the exam period (exact date to be pronounced later)</p> | |
| Rationale Including Aims: | The aim of this module is to provide students with basic knowledge of quality assurance and quality management showing tools and methods that can be used in practice. |
| Learning Outcomes: Knowledge | <p>On completion of this module the successful student will be able to:</p> <p>Understand basic quality assurance and management definitions, including the principles of quality management,</p> <p>Understand the concepts of different quality management systems such as the ISO 9001, TQM, etc,</p> <p>Develop critical and analytical problem-based learning and transferable skills.</p> |
| Learning Outcomes: Skills | <p>This module enhances the development of the students' existing skills base, allowing for a cumulative learning experience. The skills gained in this module are transferable and they can be used in several situations.</p> <p>By the end of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to have a complex view on quality management, • ability to create and evaluate quality policy and quality goals, • ability to analyse and develop company operations based on the principles of quality management, • ability to use quality management tools and methods, team work skills are enhanced by group work tasks. |
| Teaching and Learning Strategies: | <p>The course consists of lectures, where up-to-date principles and tools are introduced by the lecturer.</p> <p>Team work case study presentations give opportunity of analysis and class discussion of these principles in practice.</p> <p>Case studies provide opportunity of a detailed analysis of real-world cases to further develop skills and deeper understand the principles.</p> <p>Complex case studies help students experience quality management in practice. One case is from manufacturing, the other case is from the service sector.</p> |
| Assessment Scheme: | <p>Evaluation consists of:</p> <ul style="list-style-type: none"> • Final exam (50 points): written exam in the exam period • Class work (50 points): • Case studies (6x5 points=30 points) • Presentation 1. (10 points) • Presentation 2. (10 points) <p>Marking:</p> <ul style="list-style-type: none"> • 0%-51%: fail (1) • 51.1%-59.9%: pass (2) |



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| | <ul style="list-style-type: none"> • 60%-74.9%: fair (3) • 75%-87.9%: good (4) • 88%-100%: excellent (5) <p>Maximum 20% missing (3 classes) is acceptable.</p> |
| Further on Assessment: | <p>Case studies: There will be 8 case studies handed out during the classes to be solved in class work. Only the best 6 solutions will be used to calculate your points, so you can skip two case studies without any points lost.</p> <p>Presentation: You need to make two presentation based on two complex case studies. 1st presentation should be about quality theories (Foster (2017) book Chapter 2) identified by you in the Gung Ho case study. 2nd presentation should be about identified quality management theories and/or methods discussed during the semester in The Hundred-Foot Journey case study. Presentation pointing consists of: content and structure, presentation style and visualization, excitement and involving audience.</p> <p>Final exam: Topics will include topics included in the lessons and the book listed in the core learning materials. Some chapters may not be covered. The lecturer will give you further information about the exam before the exam period.</p> |
| <u>Core Learning Materials:</u> | <ul style="list-style-type: none"> • Foster, S. Thomas: Managing Quality: Integrating the Supply Chain. Sixth Edition, Pearson, 2017 • Slides of lectures to be provided after lectures in Moodle |
| <u>Optional Learning Material:</u> | <ul style="list-style-type: none"> • ISO 9001 quality management standard • Goetsch, David L. - Davis, Stanley: Quality Management for Organizational Excellence: Introduction to Total Quality. Pearson, 2016 • Schmuck, Roland: A Short History of Quality Management Particularly Regarding Europe and Hungary. New Issues and Empirical Researches in Business Studies 2020: 74-80. • Schmuck, Roland: Comparison of the ESG Guidelines Used in the European Higher Education Sector with the Principles of the ISO 9001:2015 Quality Management Standard. Quality – Access to Success 2021, 22(181): 87-92. • Summers, Donna C. S.: Quality Management. Pearson, 2009 • Total Quality Management and Business Excellence journal, Taylor & Francis Group |

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| Code | M17VZB05E | ECTS Credit | 6 | HUN Credit | 6 |
| Module Title: | CHANGE MANAGEMENT | | | | |
| Module Lecturer: | Mariann Benke assistant professor | | Office Hours: | Wednesday11:00-12:00 AM on Teams | |
| Telephone: | +36-72-501-599/23320 | | E-mail: | benkem@ktk.pte.hu | |
| Teaching assistant | | | E-mail: | | |
| Short Description: | Change Management is an area of management studies re-evaluating, synthesizing, and applying existing knowledge. The core aim of the course is to make students exercise managerial decision-making skills, to provide knowledge and skills for them to become change agents in organizations. | | | | |
| Sessions (weeks) | | | | | |



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| (The schedule is tentative, and subject to change.) | |
|--|---|
| 1. 01 Feb | Requirements, introduction Organizations and their changing environments Case study / practical task |
| 2. 08 Feb | The nature of organizational change Case study / practical task |
| 3. 15 Feb | Organizational structure, design and change Case study / practical task |
| 4. 22 Mar | Culture and change Case study / practical task |
| 5. 1 Mar | Hard systems models of change Case study / practical task |
| 6. 08 Mar | Soft systems models of change Case study / practical task |
| 7. 15 Mar | National Holiday (no lesson) |
| 8. 22 Mar | Leadership and change: Shackleton Case Study |
| 9. 29 Mar | Individual, Interpersonal, and Group Process Approaches Case Study |
| 10. 05 Apr | Spring break (no lesson) |
| 11. 12 Apr | International Teaching Week (Digital version) or Case study (or Company visit → depends on the Covid-19 Pandemic) |
| 12. 19 Apr | Reading week (no lesson) Case study / Optional |
| 13. 26 Apr | Deadline of submitting individual papers (10 points) Presentations of individual reports (Virtual) (5 points) |
| 14. 03 May | Presentations of individual reports (Virtual) (5 points) |
| | Final exam in Exam period (Virtual: Neptun/Moodle) |
| Rationale Including Aims: | The course aims at improving students' already existing knowledge in management and forces them to apply these to complex situations. Tasks will improve their ability of working in groups and communication and presentations skills, especially in novel and challenging situations. Concepts and theories will be critically analysed, and existing knowledge will be applied to higher level problems, this way analytical and synthesizing skills will be improved. |
| Learning Outcomes: Knowledge | Master level knowledge about change and organization development. Students will be able to: <ul style="list-style-type: none"> • evaluate theories and apply them to real life situations. • comprehend the effect of change on organizations and individuals. |



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| | <ul style="list-style-type: none"> • use their knowledge to improve organizational efficiency and effectiveness. |
| Learning Outcomes: Skills | <ul style="list-style-type: none"> • Capability of analysing complex situations and identifying key turning points in them. • Ability of designing and carrying through both simple and complex change efforts. • Development of human skills. • Aiding people in threatening situations. • Ability of leading in difficult times. |
| Teaching and Learning Strategies: | Classes will be separated to two parts: in the first part a lecture will be provided about the main topic, then in the second half either an exercise will be given or a case study will be analysed in class relevant to the topic. Students are expected to read material before class. To enhance practical skill building, role plays, videos and discussion groups will be used. |
| Assessment Scheme: | <p>Total points (100) consists of:</p> <ul style="list-style-type: none"> • Class work (case studies solutions) = 35 points (only the best 5 of 7-8 case study solutions are counted: 5x7 points). The cases will be distributed on the lessons. • Individual paper = 15 points (written report 10 points + presentation 5 points). There is no obligation to deliver PPTs for the presentation. • Written exam = 50 points <p>Evaluation:</p> <ul style="list-style-type: none"> • 0%-50%: fail (1) • 50.01%-60%: pass (2) • 60.01%-75%: fair (3) • 75.01%-88%: good (4) • 88.01%-100%: excellent (5) <p>Maximum 20% missing (3 classes) is acceptable.</p> |
| Requirements of individual paper | <p>Focus: Change management and your dissertation topic. (If your dissertation topic is nothing to do with change management, you can choose another case.)</p> <p>Theoretical background: 3-4 references from world-leading journals or books.</p> <p>Length: 10-13 pages (Times New Roman 12, 1.5 linespacing) with the following suggested structure:</p> <ul style="list-style-type: none"> • theories used 2-3 pages, • discussion on the change topic (either macro or micro aspect is acceptable) 6-7 pages, • recommendations 2-3 pages. <p>In the paper please use theories discussed during the semester, mainly the soft and the hard systems models of change. Other theories discussed during the semester (structure, culture analysis, etc) can also be used. You can use one or more theories in your paper.</p> <p>Submission: electronically in e-mail to benkem@tkk.pte.hu or take the file with</p> |



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| | <p>you to the lesson. No need for a printed copy.</p> <p>Verbal presentation should be a short summary of your paper. Presentations will be scheduled individually to the last two lessons two lessons of the semester.</p> <p>Plagiarism is not acceptable!</p> <p>Evaluation consists of the paper and the presentation together:</p> <ul style="list-style-type: none"> • Written paper: max. 10 points (in case of one week late submission the maximum points can be 50%=5 points after one week the paper is unacceptable) • Presentation: max. 5 points |
| <u>Core Learning Materials:</u> | <ul style="list-style-type: none"> • Senior, Barbara – Swailes, Stephen: Organisational Change. 5th Edition. Prentice Hall, 2016. (previous editions after 2002 are acceptable) • Cummings, Thomas G. – Worley, Christopher G.: Organizational Development and Change. 10th Edition. Cengage Learning, 2014 (or 9th Edition. South Western, 2009) (Chapter 10: Interpersonal and Group Process Approaches) • Slides of the lectures. |
| <u>Optional Learning Material:</u> | <ul style="list-style-type: none"> • It is suggested that students follow Harvard Business Review's actual managing change articles in the given semester. • Carnall, C.: Managing Change in Organizations. 6th Edition. Prentice Hall, 2014 |

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| Code | M17VZC08E | ECTS Credit | 6 | HUN Credit | 6 |
| Module Title: | LEADERSHIP AND INTERNATIONAL MANAGEMENT | | | | |
| Module Leader: | Zsuzsanna Vitai Professor | | Office Hours: | Monday: 15 p.m. – 16 p.m. Or by appointment via the Program's secretary, Gabriella Kohlmann | |
| Telephone: | +36-72/501-599, 23198 | | Email: | vitai.zsuzsanna@ktk.pte.hu | |
| Short Description: | The module presumes that students had already participated in some introductory management courses such as Organizational Behavior, General Management, or International Business Management. This module addresses those critical problems and significant challenges explicitly that leaders and managers face in their daily lives. It will explore how can the student, as a future manager and leader, build and sustain high performance at the individual, group, and organizational levels. The module emphasizes that it will use previous knowledge and will analyze, synthesize, and raise the previous experience to a higher stage. Besides aiming at comprehensive coverage of the main theories, the module will develop, strengthen, and polish skills such as motivation, communications, influence, conflict handling, negotiation. | | | | |
| Sessions (weeks) Every Wednesday 14 30-16 p.m. and 16-17 30 p.m. | | | | | |
| The schedule is tentative and subject to change! | | | | | |
| 1. 02. 03. | Requirements, introduction Methodology, Ice breaking exercise Readings for the class: Textbook: Chapter 1 The Nature and Importance of Leadership | | | | |
| 2. 02. 10. | Traits. Motives and Characteristics of Leaders Readings for the class: Textbook: Chapter 2 Traits. Motives and Characteristics of Leaders | | | | |
| 3. | Leadership Behaviors, Attitudes, and Styles | | | | |



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| 02. 17. | Readings for the class: Textbook: Chapter 4 Leadership Behaviors, Attitudes and Styles |
| 4. 02. 24. | <i>Contingency and Situational Leadership</i> Readings for the class: Textbook: Chapter 5 Contingency and Situational Leadership Online Class – NO attendance is required! |
| 5. 03. 03. | <i>Leadership Ethics and Social Responsibility</i> Readings for the class: Textbook: Chapter 6 Leadership Ethics and Social Responsibility Online Class – NO attendance is required! |
| 6. 03. 10. | <i>Midterm exam!</i> |
| 6. 03. 10. | <i>Charismatic and Transformational Leadership</i> Readings for the class: Textbook: Chapter 3 Charismatic and Transformational Leadership Online Class – NO attendance is required! |
| 7. 03. 17. | <i>Communication and Conflict Resolution Skills</i> Readings for the class: Textbook: Chapter 12 Communication and Conflict Resolution Skills |
| 8. 03.24. | <i>Motivation and Coaching Skills</i> Readings for the class: Textbook: Chapter 8 Motivation and Coaching Skills Online Class – NO attendance is required! |
| 9. 03. 31. | <i>Leading Teams</i> Readings for the class: Textbook: Chapter 10 Developing Teamwork Online Class – NO attendance is required! |
| 10. 04. 06.- 04. 09. | Spring break, no class! |
| 11. 04. 14. | <i>Leadership Power</i> Readings for the class: Textbook: Chapter 7 Power Politics and Leadership |
| 12. 04. 21. | <i>Decision-making –theories and practice</i> Readings for the class: Osland, J.S., Kolb, D.A., Rubin, I.M.: Organizational Behavior, 8th ed. Chapter 17 Luthans, F. Organizational Behavior, 9th ed. Pages 365-377 Articles: Kahneman, D., Rosenfield, A.M., Gandhi, I., Blaser, T.: Noise Harvard Business Review, October 2016 Soyer, E, Hogarth, R.M.: Fooled by Experience Harvard Business Review, May 2015 |
| 12. 04. 28. | <i>Harvard Simulation! Judgment in a crisis</i> |



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| 13. | <i>Reading week! Per-examination revision week! No class!</i> | |
| 05.05. | | |
| Rationale Including Aims: | <p>To integrate management knowledge and show students how successful organizations are led to achieving the main threefold aims of business:</p> <ul style="list-style-type: none"> • profit, • growth and • stability in the conditions of the international business environment. | |
| Learning Outcomes: Knowledge | <p>The module will help students to analyze and critically evaluate the nature of:</p> <ol style="list-style-type: none"> 1. individual behavior in organizations as it affects the leader's ability to work with others, 2. group processes as they affect decision making and implementation, 3. problems – national and global, leaders encounter during their work | |
| Learning Outcomes: Skills | <p>This module will develop the students' competence to apply a range of management skills to the practice of management in the international context, such as:</p> <ul style="list-style-type: none"> • critical thinking and creativity, • problem-solving and managerial decision making with an emphasis • on personal effectiveness and self-efficacy. | |
| Teaching and Learning Strategies: | <p>Each week we will focus on a particular challenge facing managers. The goal is to highlight effective strategies for dealing with these challenges. We will accomplish this by discussing concepts and analyzing related cases. Each week there will be assigned readings and problems to be dealt with individually <i>before</i> class. Each week there will be time spent with:</p> <ul style="list-style-type: none"> • theories, • cases, • discussion and • practical exercises. <p>All these <i>and</i> the assigned readings are important to achieve course objectives. Therefore, students are expected to have thoroughly read the assigned tasks for the day and be ready to discuss them and their implications in the light of previous readings and assignments. Students will get the MindTap software, and projects will be provided and monitored via the computer.</p> <ul style="list-style-type: none"> - The cases and exercises provide concrete situations to which students should apply the concepts introduced in the readings. They provide an opportunity for them to practice diagnosing the nature and causes of leadership performance and to practice thinking through the potential consequences of action strategies. | |
| Assessment Scheme: | <p>One midterm exam: 200 points 20%</p> <p>One final exam: 500 points 50%</p> <p>Class contribution during the semester:</p> <ul style="list-style-type: none"> • MindTap assignments 20% 200 points • Class participation 10% 100 points (5% presence, 5% activity) <p>Points total: 1000 points</p> | |
| <u>Core Learning Materials:</u> | <p>Textbook:</p> <ol style="list-style-type: none"> 3. Andrew J. Dubrin: Leadership: Research Findings, Practice, and Skills, 9th Edition 1. Cengage Learning MindTap interface – provided by the Faculty of Business and Economics | |
| <u>Optional Learning</u> | Any leadership book published after 2010. | |



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Materials:

APPENDIX 2

MODULE EVALUATION FORM



| Module Feedback Form 2011/2012 academic year Spring Semester | | | | | | | | | | |
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| Module feedback forms are distributed to students two times per academic year. The aim of this feedback process is 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. | | | | | | | | | | |
| Please mark your responses by filling the appropriate boxes like this: <div style="display: inline-block; text-align: center; margin-left: 100px;"> X </div> | | | | | | | | | | |
| Name of module leader and module: | | | | | | | | | | |
| | | | | | definitely | mostly agree | neither agree | mostly | definitely | |
| 1. The module learning outcomes were clearly expressed | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2. The taught sessions have helped me achieve the module learning outcomes | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3. The taught sessions have been well structured | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4. The taught sessions have been intellectually stimulating | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 5. I have been given the opportunity to participate actively in taught sessions | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 6. I have had the opportunity to consult my tutor concerning my work | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 7. I have received helpful feedback on my work | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 8. The assessment requirements have been easy to understand | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 9. I feel that the assessment has allowed me to demonstrate that I have achieved the learning outcomes | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 10. I have found that the workload for this module has been manageable | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 11. I found that the learning materials provided as part of the module were useful | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 12. The lecturer was receptive to students' ideas for this module | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 13. I would recommend this module to other students | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 14. Overall I am satisfied with the quality of this module | | | | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 15. What was the best aspect of this module? | | | | | | | | | | |
| 16. What was the worst aspect of this module? | | | | | | | | | | |

[illegible]



APPENDIX 3

Thesis Evaluation Form

THESIS 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 | |



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| 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 | - |
| 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), 61-74 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



APPENDIX 4

Stipendium Hungaricum Program Operational Regulations