MSc in Management and Leadership of the Faculty of Business and Economics, University of Pécs, Hungary

Student Handbook

2021/22 Fall Semester

Accredited by the Accreditation Committee of the Hungarian Academy of Sciences

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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.

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 FOR MSC PROGRAMMES		
2021/2022 FALL SEMESTER		
Date	**Place**	**Event**
23 August – 5 September	Neptun University Registry System	Enrollment/Registration period (1st year students have to register 2nd year should set their status as active)
30 August – 5 September*	Neptun University Registry System	Course registration*(compulsory for **ALL** students) **
6 September		First day of teaching
19 August 1st installment 15 October 2nd installment 15 November 3rd installment		Tuition fee payment deadline
2 October		Deadline for postponing studies (set status as passive) by request
25 September		Deadline for credit accreditation request
27 September – 24 October	Neptun University Registry System	Thesis topic selection period in Neptun for MSc 2
22 October	Room will be determined later	Programme Voice Group Meeting (only for MSc EDE programme)
18 October – 23 October		Fall break
18 November (+ one week for 1000 HUF/day delay fee)		Deadline for (re)submitting the thesis
8 November		Announcement of exam dates
17 November		Neptun exam application starting date
11 December		End of the fall semester – last day of teaching
13 – 18 December and 3 – 22 January 2022	Exam dates will be announced by the 9 November the latest	Exam period
20-22 January 2022	Rooms and exact dates will be determined later	Thesis defence period for the MSc 2nd year students

*After the 5th September 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.

** Please note, that if you submit your thesis in this semester, you need to register for Thesis Development course.

National holidays during the fall semester (other breaks):

23 October
1 November
25-26 December
1 January

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

In 1975, The Faculty of Economics was 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

https://international.pte.hu/current-students/information-related-your-studies/codes-and-guidelines

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

https://international.pte.hu/current-students/information-related-your-studies/codes-and-guidelines

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 MSc in Management and Leadership 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 Management and Leadership 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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7622 - Pécs
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Fax: 36-72-501-553
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	23132	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	63114	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		ruzsa.csaba@pte.hu
Option Sets Module C			
Finance Cases	V. Csapi	23124	csapiv@ktk.pte.hu
Advanced Marketing Research	K. Szűcs	23115	szucsk@ktk.pte.hu
Social Entrepreneurship	K. Erdős	63134	erdosk@ktk.pte.hu
Technology Commercialization	S. Danka	23142	danka.sandor@ktk.pte.hu
Energy Management	M. Somogyvári	63384	somogyvari.marta@ktk.pte.hu
Business Ethics	M. Somogyvári	63384	somogyvari.marta@ktk.pte.hu
Management in the digital age	Zs. Kispál-Vitai	23198	vitai.zsuzsanna@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, 61066	Study Department	feher.tibor@ktk.pte.hu
Web master	József Varga	60077	Study Department	varga.jozsef@ktk.pte.hu
Technical personnel	Gábor Lovas Zoltán Jakab	23364 61067	Study Department	lovas.gabor@ktk.pte.hu jakab.zoltan@ktk.pte.hu
NEPTUN Support	Tamás Gáspár Balázs Pap	23334 23299	Study Department	gaspar.tamas@ktk.pte.hu papb@ktk.pte.hu

Administration staff

Field of responsibility	Name	Extension	Location	E-mail
Program Leader	Zsófia Ásványi	63114	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 folloing link: https://moodle.pte.hu/login/index.php

MS Teams

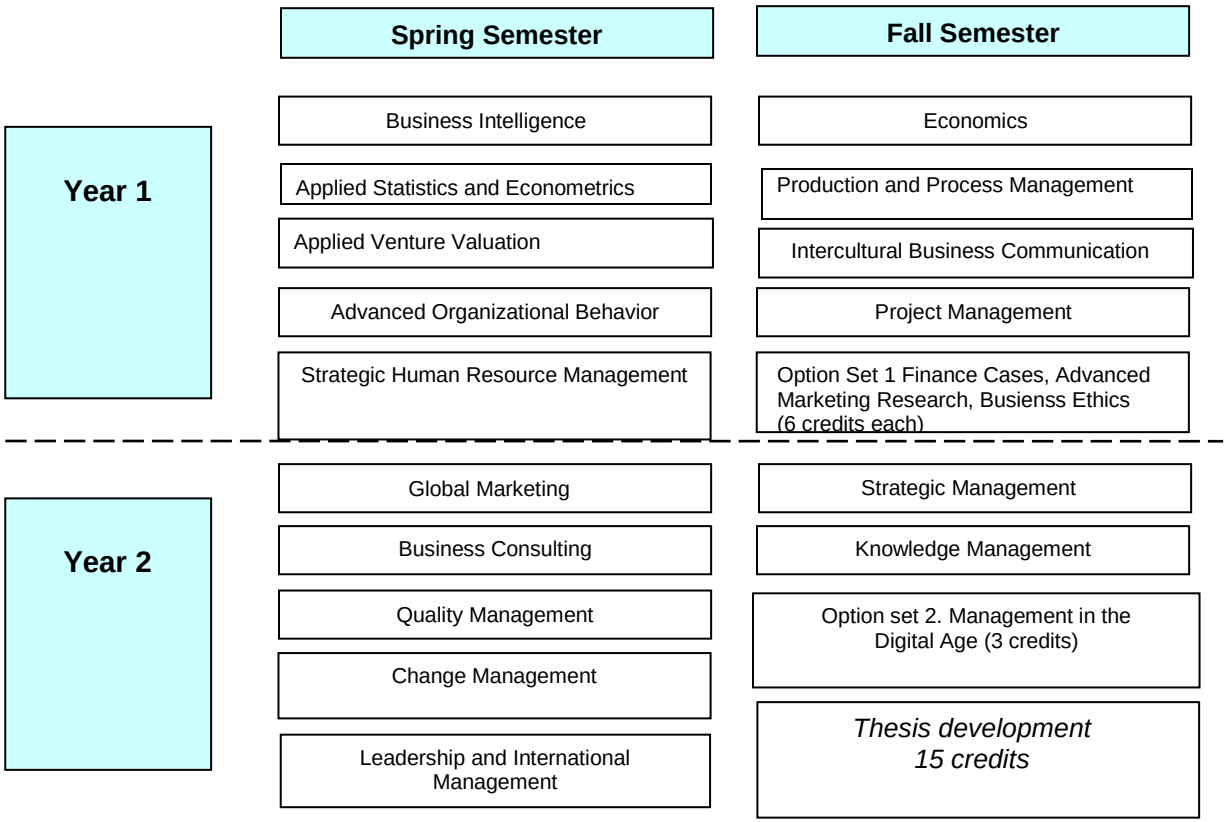
As the Faculty has switched to hybrid teaching, all lectures are running in Teams as well as face-to-face in the classrooms. Those studnets who are not able or not willing to visit the campus for lectures, may join the lectures via Teams with exactly the same rights and duties as their physically present 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, 6 ECTS/HUN credit, 2+2 classes per week** Normal: Core business modules, 6 ECTS/HUN credit, 2+2 classes per week
- *Italic: Thesis module, 15 ECTS/HUN credit, 6 consultations all together*
- Total ECTS/HUN credit is 120

Depending on the time of enrollement, the student can folow 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/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.
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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 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 3.**

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

https://international.pte.hu/sites/international.pte.hu/files/2020-10/codeofstudies_24062020.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 MSc in Management and Leadership Program

1. Program title	MSc in Management and Leadership
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 synthetizing 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

11. Program outcomes		
A. Knowledge and understanding On completion of this Program the successful student will have knowledge and understanding of : 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 An ability to consolidate management concepts, models and ideas from academic and professional literature and apply in an academically applied context		**Teaching/learning methods** Students gain knowledge and understanding through a combination of lectures, directed reading, coursework, case studies and group work. This is supplemented with the Thesis **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
B. Cognitive (thinking) skills On completion of this Program the successful student will be able to: 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 Apply the research process to decision making processes		**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. **Assessment Method** Students' cognitive skills are assessed by group and individual coursework and unseen examinations and in processes
C. Practical skills On completion of the Program the successful student will be able to: 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		**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. **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.

D. Graduate Skills On completion of this Program the successful student will be able to: 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 Undertake continuous professional development		**Teaching/learning methods** Students acquire graduate skills through 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. **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.

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

Syllabi – Year 1

Code	**M17VZA03E**	**ECTS Credit**	**6**	**HUN Credit**	**6**
Module Title:	**ECONOMICS**				
Module Leader:	Dr. Tamás Sebestyén PhD. associate professor		**Office Hours:**	Tuesdays, 14.30-15.30	
Telephone:	+36-72/501-599,63151		**E-mail:**	sebestyen.tamas@ktk.pte.hu	
Short Description:	The aim of the module is to provide the students with intermediate knowledge on micro- and macroeconomic issues. The course builds on and develops further introductory knowledge on market mechanisms, consumer choice and macroeconomic principles. Upon completing the course, students get familiar with tools of analysing the behaviour of economic agents, markets and the economy as a whole. While the subject is based on standard intermediate knowledge in micro- and macroeconomics, it provides reference to new developments and encourages a critical approach to these tools and methods of economic analysis. Also, the course refers to actual economic and social challenges to bring the relevance of economic thinking close to students.				
Sessions (weeks):					
1.	Introduction: what is economics about?				
2.	Rationality				
3.	Marginal analysis: consumer choice				
4.	Marginal analysis: producer choice				
5.	Decisions under uncertainty				
6.	The cornerstone of economics: perfect competition				
7.	General equilibrium, Pareto-efficiency				
8.	Market failures: imperfect competition				
9.	Market failures: asymmetric information				
10.	Economic growth: capital accumulation				
11.	Economic growth: technological progress				
12.	Business cycles: basic forces				
13.	Business cycles: monetary policy				
Rationale	The rationale of the module is to provide the students with intermediate				

Including Aims:	knowledge on micro- and macroeconomic issues, while they become capable of using this knowledge to interpret and analyze actual economic and social challenges.
Learning Outcomes: Knowledge	On completion of this module, the successful student will know: • basic models of optimal consumer and producer choices; • the ways rational choices and price mechanism yield optimal allocation; • how uncertainty and asymmetric information affects market mechanisms; • main drivers of economic growth; • the main causes of economic fluctuations; • how fiscal and monetary policy affects macroeconomic phenomena.
Learning Outcomes: Skills	This module will call for the successful student to: • effectively use model-based thinking in relation to micro- and macroeconomic problems; • develop methods to rationally evaluate decision alternatives • provide macroeconomic outlook for business decision support • critically evaluate the potential effects of fiscal and monetary interventions
Teaching and Learning Strategies:	The joint application of theoretical and practical teaching methods enables students to understand the main economic forces. Lectures are focused on understanding the model-based thinking in micro- and macroeconomics on the basis of student pre-learning. Practice sessions provide the students with skills in handling practical problems like business decision making, macroeconomic policies and data interpretation. Groupwork in the practice sessions contribute to skills in task-sharing and cooperation while individual home assignments require students to deepen their knowledge in several aspects of the learning material.
Assessment Scheme:	Assessed self preparation (40%) • Students are asked to pre-read specific chapters of the core learning material before every session. This preparation is assessed by assigning a random question on the given topic, which has to be answered until the beginning of the given class. The time frame for answering this question is one week (between two topics). Individual and group and assignments (40%) • During classes, students are assigned individual and group tasks, which have to be done on-site or after class. These include games, application of economic models, numerical examples and small scale research and essay writing. Class activity (20%) • As the course is highly discussive with students required to prepare for classes, class presence and contribution to discussion is included in the assessment.
Core Learning Material:	• Hal. R. Varian: Intermediate Microeconomics. W.W.Norton &Company, 2014 • N.G. Mankiw: Macroeconomics. Palgrave Higher Education, 2016
Further	• S.D. Williamson: Macroeconomics. Pearson Higher Ed, 2017

Reading Material:	• P. De Greuwe: Behavioral Macroeconomics, Princeton University Press, 2012 • P. Krugman, R. Wells, Kathryn G.: Economics, Worth Publishers, 2008

Code	**M17VZB02E**	**ECTS Credit**	**6**	**HUN Credit**	**6**
Module Title:	**PRODUCTION AND PROCESS MANAGEMENT**				
Module Leader:	Zsuzsanna Hauck, PhD		**Office Hours:**	Monday 9.30-10.45	
Telephone:	+36-72/501-599/63153		**E-mail:**	hauckzs@ktk.pte.hu	
Short Description:	Operations management deals with the efficient utilization of resources to produce products and services. OM plays a crucial role in achieving business strategy, as its sustainability is based mainly on outstanding operations capabilities that are not easy to copy.				

Sessions (weeks):	
7 Sept	Defining operations management and operations strategy. How to analyse cases. Process analysis. Inventories and Supply Chains.
14 Sept	Designing products and services. Cases: Fabritek Corporation, Harvard Business School (HBS) 669-004 2U: Higher Education Rewired, HBS 9-620-044
21 Sept	Developing a production system, identifying bottlenecks Case: Scharffen Berger Chocolate Maker, HBS 9-606-043
28 Sept	Bottlenecks and inventory build-up diagrams. Case: National Cranberry Cooperative, HBS 9-688-122
5 Oct	Operations based strategies. Cases: Ant Financial (A), HBS 9-617-060 Fasten: Challenging Uber and Lyft with a New Business Model, HBS 9-616-062
12 Oct	Managing queues. Case: University Health Services: Walk-in-clinic, HBS 9-681-061 + Midterm exam Q&A.
19 Oct	*Fall break*
26 Oct	**Midterm**
2 Nov	Guest lecture/ business game
9 Nov	Controlling supply chains and the optimal level of product availability Cases: Apple, Inc.: Managing a Global Supply Chain, Ivey W14161 Half Century of Supply Chain Management at Wal-Mart, Ivey W12205
16 Nov	SCM Business Game: The Beer Game (MIT)
23 Nov	Lean management in production and service processes Cases: Southwest Airlines in Baltimore, HBS 9-602-156 Toyota Motor Manufacturing. USA, Inc, HBS 1-693-019
30 Nov	Decreasing lead time Hauni Hungaria Kft. guest lecture
7 Dec	Strategies for Sustainable Business

	Case: Greening Walmart: Progress and Controversy, HBS 9-316-042 + Final exam Q&A
Exam period	**Final exam**.
Rationale Including Aims:	The source of success at the majority of top companies is inevitably based on outstanding products and/or efficient operations processes. Thus operations is one of the most important functions in a company. Additionally, any activity that has outcome is a process, and the knowledge and skills provided by operations management can be applied in many other functional areas as well. Thus the programme aims 1) to provide students with enhanced and deepened knowledge and skills to equip them for a carrier in a diverse range of business organisations, 2) develop the students' competence in applying a range of business and management skills to the practice of management, 3) develop the critical and analytical powers of the students in relation to management, 4) develop critical and analytical problem-based learning and the transferable skills to prepare the student for graduate employment, 5) enhance the development of the students' existing skills base, allowing for a cumulative learning experience.
Learning Outcomes: **Knowledge**	On completion of this course, successful students will be able to demonstrate 1. critical insights into the role of operations in the value creation process; 2. synthesised knowledge to recognize the different operating systems required to solve complex business problems; 3. in-depth and critical knowledge and understanding of theoretical and conceptual grounding in operations management; 4. critical evaluation of situations in the globalized business environment with special emphasis on supply chain management; 5. consolidate, evaluate, select programmes to improve operational capabilities of the firm. (Heizer et al., 2017 define around one hundred learning objectives of operations management); 6. identify strategic approaches to competitive advantage; 7. understand the significance of key success factors and core competencies; understanding the necessity of simultaneous product and process development, identifying those process characteristics that provide product features required to compete.
Learning Outcomes: **Skills**	On completion of this course the successful student will be able to 8. work efficiently and effectively both as an individual and as a member of a team; 9. communicate and present an argument in the improvement process; 10. deliver products and services effectively in timely manner at the required quantity and quality; 11. synthesise, design and control operating systems, making long, medium and short term decisions; Referring to Heizer et al. (2017) again some important skills that can be gained by attaining at this course are the ability to identify bottlenecks of complex processes to make effective decisions in investments, to calculate productivity, to design and produce products and services with outstanding quality and inherent customer value, to attain the exceptional value that is consistent with the company mission and marketing objectives by close attention to design, procurement, production, and field service opportunities, to determine, design, and produce the production process and equipment that will be compatible with low-cost product, high quality, and a good quality of work life at economical cost, to collaborate with suppliers to develop innovative products from stable, effective and efficient sources of supply, to provide a good quality of work life, with well designed, safe, rewarding jobs.
Teaching and	Continuous learning is required. The learning process is checked at each class through presentation, case discussions and problem solving. Students acquire knowledge and

Learning Strategies:	skills through individual learning, working in groups, participation in business games, and working in teams to solve business problems and cases.
Assessment Scheme:	Students' knowledge, understanding and skills are assessed by individual and group coursework, presentations, performance in business games, and examinations. Coursework: 15% Midterm exam: 15% Final exam: 70%
Core Learning Material:	Case studies identified above; Appropriate chapters of Heizer, Jay – Render, Barry – Munson, Chuck (2017): Operations Management: Sustainability and Supply Chain Management, 12th edition (Global Edition), Pearson Krajewski, L. J. - Malhotra, M. - Ritzman, L. (2019): Operations management: processes and supply chains, 12th edition, Pearson
Further Reading Material:	Chopra, Sunil – Meindl, Peter (2019): Supply Chain Management, 6th edition, Pearson Slack, Nigel – Brandon-Jones, Alistair - Johnston, Robert (2016): Operations Management, 8th edition, Prentice Hall

Code	**M17VZB07E**	**ECTS Credit**	**6**	**HUN Credit**	**6**
Module Title:	**INTERCULTURAL BUSINESS COMMUNICATION**				
Module Leader:	**Edit Bányai PhD**		**Office Hours:**	Wednesday 09:20 -10:20	
Telephone:			**E-mail:**	banyai.edit@ktk.pte.hu	
Teacher	**Brigitta Szabó-Bálint**		**Office Hours:**	Monday 13:30-14:30	
			E-mail:	balintb@ktk.pte.hu	
Short Description:	The module is based on three pillars: culture, (business) communication and intercultural aspects of communication. The objectives are to improve knowledge about the nature of intercultural (business) communication with emphasis on intercultural business talks, and to develop skills in identifying pitfalls in cross-cultural communication, avoiding misunderstandings and conflicts through cultural intelligence.				
Sessions (weeks)					
1.	Introduction to the semester program. Creating a common understanding, goals and expectations. Team formation. Clarification of results and requirements. The nature of intercultural business communication				BE
2.	What is culture? Culture and communication. Cultural differences in communication				BE
3.	Cultural shock, intercultural competencies, cultural intelligence				SZBB
4.	Business communication types: Oral communication patterns				SZBB
5.	Business communication types: Non-verbal communication patterns				SZBB
6.	Guest lecturer				BE/SZBB
7.	Business Communication Types. Written communication patterns				SZBB
8.	Global etiquette, Business and social customs				SZBB
9.	Intercultural negotiation Process. Persuasion. Decision-making				BE
10.	Intercultural negotiation components. The great negotiator.				BE

11.	Development of Negotiation skills	BE
12.	Presentations	BE/SZB B
13.	Presentations. Closing session: lessons of the module. Final evaluation	BE/SZB B

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

Assessment Scheme:	– 1 Final Examination 40 % (There is one resit opportunity)
	– Written Assessment (individual): 10 % (Late written assessments lose 40 % of the obtained scores.)
	– Workbook (individual): 20 %
	– Course Work, Class Participation 30%
	  ○ group work (20 %)
	  ○ individual class room activity (10 %)
	
	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)
	
	During the semester students can earn 10 bonus points with active participation and meaningful comments. They can get max. 2 points per class. It will be only considered if the student reaches 51 % from the total score.

Further on Assessment:	**Final exam** is a written, closed book exam based on the topics covered during the semester exam (Lessons and the book listed in the core learning materials.) **Presentation Requirements:** The purpose of this assignment is to study and practice the process of social interaction by creating and delivering an oral group presentation, and giving feedback. The presentation needs to be a group effort. The list of topics will be available on the Neptun.
Core Learning Materials:	Lillian Chaney, Jeanette Martin (2014): Intercultural Business Communication, 6th Edition, Pearson, ISBN: 9780132971270, 0132971275, Chapters: 1., 3-11. Gelfand, M.J. – Brett, J.M. : The Handbook of Negotiation and Culture. Stanford University Press, Stanford 2004 Part one: Chapters 3., 4., 5. Part two: Chapters 6., 7. at http://www.unice.fr/crookall-cours/iup_cult/_docs/_Gelfand%202004%20Handbook%20of%20Negotiation%20and%20Culture.pdf The International Negotiations Handbook. Success Through Preparation, Strategy, and Planning. A Joint Project from Baker & McKenzie and The Public International Law & Policy Group (2007) at https://static1.squarespace.com/static/5900b58e1b631bffa367167e/t/59f35bdd692670b730f26ac6/1509120994315/International%2BNegotiations%2BHandbook++%281%29.pdf Slides of the lectures
Optional Learning Material:	Bovee, Thill (2019): Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, 8th Edition, Peason, ISBN-13: 9780134729572 Primecz, H. – Romani, L. – Sackmann, S.: Cross-Cultural Management in Practice. Edward Elgar Publishing. 2011 Maude, B. : Managing Cross-Cultural Communication. Palgrave Macmillan, 2011 Christopher W. Moore and. Peter J. Woodrow(): Handbook of global and multicultural negotiation / at http://blogs.unpad.ac.id/teddykw/files/2012/06/Handbook-of-Global-and-Multicultural-Negotiation-Christopher-Moore.pdf Day, Jeremy: International Negotiations. Cambridge University Press, 2012

Code	**M17VZB01E**	**ECTS Credit**	**6**	**HUN Credit**	**6**
Term:	**1**		**Level:**	**MASTER**	
Module Title:	**PROJECT MANAGEMENT**				
Module Leader:	Dr. Ákos Jarjabka, PhD		**Office Hours:**	agreed with students	
Lecturer	Dr. Norbert Sipos, PhD		**Office Hours**	Wednesday 14:30-15:55 B221	
Telephone:	+36-72-501-559/23369		**E-mail:**	sipos.norbert@ktk.pte.hu	
Short Description:	The importance of the projects is undoubtedly high in nowadays business management. It is due to two reasons: on the one hand, it is a key to success of the realization and implementation of non-operationalizable and big volumed problems. On the other hand, it is an essential financial source to those project proposals in line with the main priorities of the European Union. The course aims to clarify for students possible cooperation between general management and project management. The course helps to get familiar with the concept of project, megaproject to understand their role in portfolio management, program management, project management and organizational project management. The learning process is strengthened by the Microsoft Teams project management software.				

Sessions (weeks): 14 *(1st week is registration, 7th week is break)*

The schedule is tentative and subject to change.

1. (date)	*Chapter 1 and 6* Why Project Management. Formation of student project teams. Familiarization with the Microsoft Teams project management software. Project basics. Project team building, conflict, and negotiation
2. (date)	*Chapter 2* The Organizational context: strategy, structure and culture
3. (date)	*Chapter 3* Project selection and portfolio management
4. (date)	*Chapter 4* Leadership and the project management Validation of formed Project teams' idea.
5. (date)	*Chapter 5 and 7* Scope Management. Risk management
6. (date)	*Chapter 8* Cost estimation and budgeting
7. (date)	Break
8. (date)	*Chapter 11* Advanced topics in planning and scheduling: agile and critical chain
9. (date)	*Chapter 9-10* Project scheduling: network, duration, estimation, critical path, lagging, crashing, activity network Project scheduling

10. (date)	*Chapter 12*
	Resource management
11. (date)	*Chapter 13*
	Project evaluation and control
12. (date)	*Chapter 14*
	Project closeout and termination
13. (date)	*Final report*
	Student presentation of the projects
14. (date)	*Final feedback*
	Summarizing the semester and agreeing on the potential developmental elements

Rationale Including Aims:	To **integrate** general management approach with the unique characteristics of project management and to show students how to **handle projects** in and out of an entrepreneurial context.
Learning Outcomes: Knowledge	The following **techniques** and **methods** will be discussed: SMART, PDCA, CPM, MPM, Logframe-matrix, Gantt diagram, scope/problem tree, project force field, etc. From the organizational side, different elements are influencing the success of the project such as organizational factors, stakeholders and governance, project team and project life-cycle. We will determine project typology, then further evaluate project management processes, with emphasis on integration, scope, time, quality, cost, risk and human resource management.
Learning Outcomes: Skills	The following skills will be developed: • teamwork • autonomy in problem identification, • problem analysis and solution • analytical and synthetic skills • communication • conflict management • creative and innovative thinking • team-based learning • precision • system-based decision strategy • use of the trello project management software
Teaching and Learning Strategies:	In the first two weeks, we will focus on the principal elements of the projects with a fewer emphasis on teamwork; then it will be the primary framework of teaching. Each week there will be time spent with: • theories, • cases, • discussion, and • practical exercises. Every element is essential to achieve course objectives. Therefore it is expected from the students to read the relevant textbook chapter in advance to be able to discuss the content. The students have to create a full project proposal by the end of the course. Their progress with this task will be controlled two times during the course (First at validation of the team's idea, the second time at the midterm report), They have to hand in a final report at the end of the semester. This structure ensures that students face the different problems of project management step by step and allows them to develop the necessary skills and knowledge incrementally. Students have to present the reports in a simulated situation which requires different readiness and presentation strategy.

Assessment Scheme:	1. Project validation – 10% 2. Mid-term report – 30% 3. Final presentation – 40% 4. Case studies – 10%
Further on Assessment:	1. Project validation – 10% (max. 5-page long project proposal, 10 minutes of presentation in front of a Board Management, situation simulation or separate consultation with the professor) 2. Mid-term report – 30% (min. 20-page long project proposal, 10 minutes of presentation + 5 minutes Q&A in front of extended management with participants of different functional areas or with the professor, simulated situation) 3. Final report – 40% (min. 40-page long final project proposal, 20 minutes of presentation, 10 minutes of Q&A, extended management and involving external professionals, simulated situation). 4. 10% can be earned by solving book embedded case studies or other project-related problems given by the professor.
Core Learning Materials:	**Textbook:** **Pinto, J. K.: Project Management: Achieving Competitive Advantage, 4th ed., 2016. ISBN-13: 9781292094793**
Further Reading Materials:	**Project Management Institute: A Guide to the Project Management Body of Knowledge, 5th ed., 2013., ISBN-13: 978-1935589679**
Policy on attendance:	A maximum of 3 absences are allowed during the semester.
Policy on late arrival:	A maximum of 5 minutes of a late arrival will be allowed three times in a semester. More than 5 minutes of late arrival is equal to an absence.
Academic misconduct:	It is required to solve every exercise based on own work, it is not allowed any form of plagiarism.

Code	**M17VZC01E**	**ECTS Credit**	**6**	**HUN Credit**	**6**
Module Title:	**FINANCE CASES**				
Module Leader:	**Dr. Vivien Csapi, PhD.** Assistant professor		**Office Hours:**	Vivien Csapi, csapiv@ktk.pte.hu	
Telephone:	72/501599, Vivien Csapi ext. 23124		**E-mail:**	csapiv@ktk.pte.hu	
Short Description:	This course requires students to apply theories learnt in basic finance courses especially in the field of corporate finance. The course focuses on issues like financial statement analysis, ratio analysis, financing decisions of corporate operations, investment decisions by the company, management of short and long term operations and their financial aspects. The course is highly quantitative and challenging, requires students to solve problems independently and to refresh basic financial concepts.				
Course Prerequisite:	Business finance, Investments				
Sessions (weeks): 13					
The schedule is tentative, and subject to change.					

2021.09.06	Introduction, *Financial literacy test, Risk attitude test, Risk profiling, Financial personality test (20%)*
2021.09.13	Investment decision case
2021.09.20	Option valuation case
2021.09.27	Real options case
2021.10.04	Risk and return case
2021.10.11	Portfolio analysis case
2021.10.18	**Fall break**
2021.10.25	*Project work in-class (40%)*
2021.11.01	**National Holiday**
2021.11.08	Bond&Stock decision case
2021.11.15	Financial Analysis case
2021.11.22	Working capital management case
2021.11.29	Complex case
2021.12.06	*Project work in-class (40%)*

Rationale Including Aims:	Student to understand the application of corporate finance theories, capital budgeting problems, debt and equity market situations. Student should be able to apply the learnt theories in these fields.
Learning Outcomes: Knowledge	On completion of this module the successful student will be able to: • provide a critical evaluation of a company or financial problem; • compare/contrast the main competing theories of current debate in the framework of real life examples; • evaluate the respective strengths and weaknesses of financial theories in light of real life cases; • explain the diversity of international thinking and perspectives.
Learning Outcomes: Skills	This module will call for the successful student to demonstrate: • ability to conduct effective small-scale research (library use, information elicitation and handling, etc.); • positive contribution to group (team) working; • effective verbal presentation of ideas; • effectiveness in argument and debate with peers; • ability to cope with uncertainty (decision making); • appropriate evaluative judgments of work produced (by self and by peers)."
Teaching and Learning Strategies:	To revisit some theoretical propositions in order to be able to create connection between the materials learnt in the past and real life examples. Classes are concerned beside the analysis of cases with the role of corporate governance in corporate finance decision making. The issue of corporate governance is assessed from different aspects such as from macro and mezzo perspectives. Role of institutional investors, legal background and regional specificity will be observed and discussed as well.
Assessment Scheme:	The grade will be based on the following weights: Project work class activity: 80% Risk tolerance test, financial literacy test, risk profiling 20% Student is required to achieve at least 50% (pass) on each assessment type in order to receive a pass in aggregate.
Core Learning Materials:	Jim DeMello 2003: Cases in Finance, McGraw-Hill Irwin Vernimmen, P. et al. (2005): Corporate Finance: Theory and Practice. Wiley. Gitman, L. (2000): Principles of Managerial Finance. 9th edition, Addison Wesley Publishing Company.

Optional Learning Material:	Ross, S. A.; Westerfield, R. W.; Jaffe, J. (2005): Corporate Finance. Irwin McGraw-Hill. 7th edition. Brealey, R. A; Myers, S. C.; Allen, F. (2006): Corporate Finance. Irwin/McGraw-Hill. Brigham, E. F; Houston, J. F. (1998): Fundamentals of Financial Management, The Dryden Press.
Useful links:	• https://3000xtra.glbl1.reuters.com/asp/login.asp?NFuse_loginErrorId=On • http://finance.yahoo.com/ • www.freelunch.com • http://www.bet.hu/onlinesz/index.html • http://www.nyse.com/ • http://www.euronext.com/ • http://www.ici.org/ • http://www.fundaccess.hu/ • http://money.cnn.com • www.investorlinks.com • www.nyse.com

Code	**M17VZC01E**	**ECTS Credit**	**6**	**HUN Credit**	**6**
Module Title:	**ADVANCED MARKETING RESEARCH**				
Module Leader:	Krisztián SZŰCS, PhD		**Office Hours:**	Monday 1-2 pm	
Telephone:	+36-72/501-599, 23115		**E-mail:**	szucsk@ktk.pte.hu	
Short Description:	The course provides an overview of the changing landscape of Marketing Research (MR) including current trends, new business models, methods and also an introduction of the popular analysis toolkit. Building on the fundamentals of MR, students will not just be able to communicate with research companies but also will be able to prepare and carry out their own research projects. Discussing special fields of MR will help students to work in several industries from media to retail companies.				

Sessions (weeks):	
1. 8th Sept	L: Introduction: context & key terms of Marketing Research S: The research problem
2. 15th Sept	L: Introduction: Marketing Research in the Digital Era S: Modern and postmodern research tools – a comparison
3. 22nd Sept	L: Trends in Marketing Research: Role of Technology S: Student presentations: innovative market research companies
4. 29th Sept	L: Trends in Marketing Research: Secondary Data 2.0 S: Kick-off meeting
5. 6th Oct	L: Trends in Marketing Research: Observations, Neuromarketing S: Guest lecture 01
6. 13th Oct	L: Trends in Marketing Research: Online Qualitative Techniques S: Guest lecture 02
7. 20th Oct	***FALL BREAK***

8. 27th Oct	L: Trends in Marketing Research: Online Quantitative Techniques S: Company visit
9. 3rd Nov	L: Applied Marketing Research: Measuring Brand Performance S: Consultation 01
10. 10th Nov	L: Neuromarketing techniques (CoRe lab) S: The eye tracking (CoRe lab)
11. 17th Nov	L: Applied Marketing Research: Media Research S: Consultation 02
12. 24th Nov	L: Applied Marketing Research: Research in the Retail Industry S: Consultation 03
13. 1st Dec	L: Applied Marketing Research: Satisfaction Surveys L: Applied Marketing Research: Lifestyle & Segmentation Research
14. 8th Dec	S: Team presentations to the Client
Rationale Including Aims:	Main objectives of the course are the following: – define influencing factors, which shape marketing research projects – introduce new methods, including observations, online techniques, etc. – develop new business models for marketing research projects – learn the industry standards in specific fields of marketing research.
Learning Outcomes: Knowledge	Students will – evaluate state-of-the-art research methodology, – design different research projects based on case studies, briefs, – identify applied fields of MR, – construct approaches in order to optimize research outputs, demonstrate meaningful insights from research data.
Learning Outcomes: Skills	Participants will – perform in teams but also experience working individually, – formulate their on viewpoints and critique others', – evaluate their own competences and identify fields to be developed.
Teaching and Learning Strategies:	The course will be taught through lectures and seminars. Active participation is required during the classes. Real-life examples, case studies will be used and discussed in the lectures while practical tasks, cases will be discussed during the seminars. Several guest lectures will be organized to the group during the semester.
Assessment Scheme:	Assessment scheme include the following parts: – student make presentation during the semester for 40% of the grade, – students have to work in groups of not more than 4 people, and have to prepare presentations during the semester, – each presentation will be presented to the class / or the Client. Evaluation of the student presentations (40% for each) – 20% for the content and relevance, – 10% for the oral presentation style, – 10% for the presentation structure and design, – final exam will be in the exam period for 60% of the grade. In order to pass the module a student must get at least 51% from all the two (presentations and exam) elements of the course assessment.
Core Learning Material:	Szűcs, K. – Lázár, E. – Németh, P. (2020): Marketing Research 2.0, University of Pécs Harrison, M., Cupman, J., Truman, O., & Hague, P. N. (2016). Market Research in Practice: An Introduction to Gaining Greater Market Insight. Kogan Page Publishers.
Further Reading Material:	Kaden, R. J., Linda, G., & Prince, M. (Eds.). (2011). Leading Edge Marketing Research: 21st-Century Tools and Practices. SAGE Publications. Case studies and further reading materials will be available in MS Teams.

Code	**M17VZC06E**	**ECTS Credit**	**6**	**HUN Credit**	**6**

Module Title:	**BUSINESS ETHICS**		
Module Leader:	**Márta Somogyvári PhD**	**Office Hours:**	Monday 17:30-18:30
Telephone:	+36-72-501599 Ext. 63384	**E-mail:**	somogyvari.marta@ktk.pte.hu
Short Description:	Business Ethics is designed to expose students to the most important moral issues that arise in various business contexts.. This course will emphasize the individual as decision-maker and focus upon ethical issues and dilemmas facing managers and employees in national and global business organizations. The specific objective of the course is to improve the ability of students to reason toward a satisfactory resolution of an ethical dilemma in business and organizational context.		
Topics			
	Introduction Corruption I Corruption 2 Ethical relativism, Institutions Ethics frameworks Justice Environmental ethics, responsibility Ecological footprint, big food The ethics of money Moral choices, business and personal life Big pharma, Ethics and Pandemic		
Rationale Including Aims:	The course aims to provide students an understanding of the moral, social, and economic environments within which moral problems should occur. Moreover, the course is to introduce students to the ethical concepts that are relevant for resolving those moral problems. Although the course course's primary emphasis is on business, its scope extends to related moral issues in other organisational and professional contexts. Students must be able critically discuss reasoning decision making processes.		
Learning Outcomes: **Knowledge**	Analyses and evaluation of moral issues in the global and Hungarian business environment. Ability to understand the importance of ethics and critically evaluate theories and practice in business and related contexts based on analytical skills.		

	Moral aspects of decision-making. Main ethical theories. Business ethics institutions and measures.
Teaching and Learning Strategies:	Classes include brief introductory lectures by lecturer, discussion of case studies, case simulations, discussions of current ethical issues in business and society,
Assessment Scheme:	Coursework 40% Semester paper 60% Bonus points 20 points N.B. 51% on each grading criterion has to be reached to qualify for a grade at the end of the course.
Core Learning Materials:	Handouts, lecture notes, Patricia_Werhane,_R._Edward_Freeman:_The_Blackwel Encyclopedia of Business Ethics Ferrel.O.C. et al: BUSINESS ETHICS. Ethical Decision Making and Cases. 2011, 2008 South-Western, Cengage Learning. Friedman, M. 1970. The Social Responsibility of Business is to Increase its Profits. The New York Times Magazine, September 13, 1970.
Optional Learning Material:	Articles on relevant and topical issues; [Langenberg:_Guanxi_and_Business_Strategy.Springer. 2007. Rose-Ackermann, S 2002 ‘‘Grand’’ corruption and the ethics of global business Journal of Banking & Finance 26 (2002) 1889–1918 Ashforth, B. E., Anand, V.: 2003, ‘The normalization of corruption in organizations’ in Research in Organizational Behavior, 25: pp. 1-52. Cohen-Charash, Y., Spector, P. E.: 2001, ‘The role of justice in organizations: A meta-analysis’, in Organizational Behavior and Human Decision Processes, 86,pp. 278-321. Hardin, J. 1968 The Tragedy of the Commons. *Science* 13 December 1968: Vol. 162 no. 3859 pp. 1243-1248 Golumbia, D. (2016): The Politics of Bitcoin Software as Right-Wing Extremism. University of Minnesota Press
Useful Websites:	http://plato.stanford.edu/index.html

Syllabi – Year 2

Code	**M17VZB03E**	**ECTS Credit**	**6**	**HUN Credit**	**6**
Module Title:	**STRATEGIC MANAGEMENT**				
Module Leader:	**Dr. Roland SCHMUCK**		**Office Hours:**	Wednesday 3.00-4.00 PM in B219 or e-mail or Teams chat	

Telephone:	+36-72-501-599/23369	**E-mail:**	schmuck.roland@ktk.pte.hu
Short Description:	The globalisation, extended European international co-operation, spreading West-European-Hungarian joint ventures, appearance of multinational firms in Hungary, the joining of Hungary to the European Union requires new knowledge of corporate planning, strategic management. This subject intends to serve and fulfil this demand.		

Sessions (weeks)	
(The schedule is tentative, and subject to change.)	
1.	INTRODUCTION. Course outline. ENVIRONMENT. Changing European environment: globalisation. Factors forcing changes in the world and Europe. Internationalised industries, multinational enterprises.
2.	CORPORATE BUSINESS AND FUNCTIONAL STRATEGIES. An integrated approach to international business strategy. The nature of strategy. The three contrasting paradigms. Nature of strategy.
3.	CORPORATE BUSINESS AND FUNCTIONAL STRATEGIES. Corporate parenting. Strategic management styles.
4.	CORPORATE BUSINESS AND FUNCTIONAL STRATEGIES. New game vs. same game strategy. Corporate strategy, business strategy, functional strategy. Business performance and corrective adjustments.
5.	THE INTERNATIONALISATION PROCESS. International business dynamics. Cross-border market entry decisions. International business development. International financial management. Measuring international business performance. Bi-polarization theory.
6.	EXTERNAL TRIGGERS TO THE INTERNATIONALISATION PROCESS. Meta-level developments in the world economy. PEST analysis.
7.	AUTUMN HOLIDAY (21ST OCTOBER 2021)
8.	EXTERNAL TRIGGERS TO THE INTERNATIONALISATION PROCESS. Assessing the internationalisation of industries: globalisation versus localisation. 4C analysis.
9.	INTERNAL TRIGGERS TO THE INTERNATIONALISATION PROCESS. Shaping an international vision and mindset. Organisational dynamics. Managing organisational change. Assessing and changing corporate culture. Resource capability and competitive advantage. Managing organisational change to improve business performance.
10.	READING WEEK. (11TH NOVEMBER 2021)
11.	CASE STUDY Company visit or Movie-based case study based on the actual COVID-19 pandemic situation. This case study is the base of the semester paper. (18TH NOVEMBER 2021)
12.	RESTRICTED NATIONAL MARKET SCOPE. National market development over time. Sustainability of national strategies. Internal vs. external growth.
13.	RESTRICTED NATIONAL MARKET SCOPE. Measuring competitive advantage. Inter-market comparisons. Benchmarking.
14.	INTERNATIONAL MARKET ENTRY AND DEVELOPMENT. Measuring company competitiveness. Inter-market comparisons. Benchmarking.
	FINAL EXAM IN EXAM PERIOD

	(EXACT DATE TO BE PRONOUNCED LATER)
Rationale Including Aims:	The aim of this module is to provide students with enhanced and deepened knowledge of strategic management principles and tools to help them better understand the operation of a company and to be able to build a career in a diverse range of business organisations worldwide. The module enhances the student's existing knowledge base as it provides a complex view on company management and integrates several basic economic principles. The module also enhances several different and important skills of the students. It develops the critical and analytical powers of students with the help of real world case studies and prepares them for graduate employment.
Learning Outcomes: **Knowledge**	On completion of this module the successful student will be able to: • Analyse the factors which affect the strategy of companies, including external and internal triggers, strategic options • Develop critical and analytical problem-based learning and transferable skills • Better understand nowadays complex environment and be able to identify strategic options for the future, evaluate them and select appropriate solutions to them • Understand the internationalization process, how to formulate and implement strategies in a rapidly changing competitive international environment • Evaluate the respective strengths and weaknesses of different strategies and critically analyse them • Plan and manage the strategy of a company
Learning Outcomes: **Skills**	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. By the end of this module students will be able to demonstrate: • Ability to have a complex view of long-term planning including problem solving, strategic planning and coping with uncertainty • Analyse, interpret, evaluate and handle complex situations in a rapidly changing international environment • Positive contribution to decision making skills • Team work skills are enhanced by group work tasks
Teaching and Learning Strategies:	The course consists of lectures, where up-to-date principles and tools are introduced by the lecturer. Team work semester paper gives opportunity of analysis and discussion of these principles in practice. Case studies provide opportunity of a detailed analysis of real-world cases to further develop skills and deeper understand the principles.
Assessment Scheme:	Students' knowledge and understanding is assessed by individual exam and teamwork tasks. **Evaluation consists of:** • Final exam (50%) • Case studies in teamwork (9x4%=36%) • Semester paper (14%) **Evaluation:** • 0%-51%: fail (1)

	• 51.1%-59.9%: pass (2) • 60%-74.9%: fair (3) • 75%-87.9%: good (4) • 88%-100%: excellent (5) **Managing Covid risk.** Due to the risk of Covid, if you feel yourself sick, you should not enter the university or the classroom. This the same if you are in quarantine or you have ill people around you. You can solve the exercise from home and will not lose any points. There is no need to show any document of your illness, quarantine or reason of absence. You will find the lecture slides in Moodle. To get the points for the case study solution, just solve the case with your team mates by using electronic communication and send your solution. All solutions received will be judged by the same criteria. There is no disadvantage if you solve the case study from home.
Further on Assessment:	**Final Exam** The final exam is planned in the final exam period. The final exam will only include topic discussed in the lecture. More details will be announced during the semester. **Mid-Term.** There is no mid-term exam. **Semester paper** Each groups of students have to prepare a semester paper based on the case study of the lesson of 18th November 2021. Any theory discussed in the semester can be included in the semester paper. The semester paper needs to be handled in electronically in e-mail to the lecturer until 5th December 2021 (Sunday) midnight. The number of pages should be between 15-20, Times New Roman 12, double line spacing, graphs, tables, reference list included. **Case study analysis** During the semester case studies are handled to the students who need to analyse them according to theories discussed throughout the course. Case studies will be available electronically in the Moodle system after the exercise is announced. Case study analysis have to be solved in teamwork. You can work outside the classroom. Due to the risk of Covid, team work in open space is recommended. Submission: until midnight of the same day when the exercise was announced. Submission is only possible in e-mail to schmuck.roland@ktk.pte.hu Evaluation of the case study analysis class work is in total 36 points (the best 9 of 11 case study solutions will be counted: 9x4 points). The case studies will be distributed electronically.
Core Learning Materials:	**Basic books**: ELLIS, JOHN - DAVID WILLIAMS: International Business Strategy. Pitman Publ., London, 1995 ISBN 0-273-60712-X (US version can be used as well) FITZROY, PETER – HULBERT, JAMES M. – O'SHANNASSY, TIMOTHY: Strategic Management: The Challenge of Creating Value, 3rd Edition, Routledge, 2016 **Other core materials:** 1. DAVID, FRED R.: Strategic Management. Concepts and Cases. 14th Edition, Pearson, 2013 2. JOHNSON, GERRY – WHITTINGTON, RICHARD – SCHOLES, KEVAN: Exploring Strategy: Text & Cases. 9th edition, Pearson, 2011

Optional Learning Material:	1. ASHTON, JAMES E. - FRANK X. COOK, JR - PAUL SCHMITZ: Uncovering Hidden Value in a Midsize Manufacturing Company. Harvard Business Review, June 2003, 111-119. 2. COHEN, STEPHEN S. AND GAVIN BOYD (ed.): Corporate Governance and Globalization. "New Horizons in International Business Series", 2000 3. ELSBACH, KIMBERLY D.: How to Pitch a Brilliant Idea? HBR Sept 2003, 117-123 4. FARREL, DIANA: The Real New Economy. Harvard Business Review, October 2003, 104-112. 5. GHEMAWAT, PANKAJ – FAIBORZ GHADAR: The Dubious Logic of Global Megamergers. Harvard Business Review, July-August 2000. 6. GHEMAWAT, PANKAJ: The Forgotten Strategy. Harvard Business Review, November 2003 7. GOSLING, JONATHAN - HENRY MINTZBERG: The Five Mind of a Manager. HBR Nov 2003, 54-63. 8. HARVARD BUSINESS REVIEW – PORTER, MICHAEL E. – KIM, W. CHAN – MAUBORGNE, RENEE: HBR's 10 Must Reads on Strategy. Harvard Business Review, February 2011 9. IANSITI, MARCO - ROY LEVIEN: Strategy as Ecollogy. Harvard Business Review, March 2004, 68-78. 10. JOHNSON, GERRY – WHITTINGTON, RICHARD – SCHOLES, KEVAN: Fundamentals of Strategy. 2nd Edition, Pearson, 2012 11. KANTER, ROSABETH MOSS: Thriving Locally in the Global Economy. Harvard Business Review, August 2003, 119-127. 12. KIM, W. CHAN – RENÉE MAUBORGNE: Knowing a Winning Business Idea. Harvard Business Review, September-October 2000, 129-138. 13. LESSEM, RONNIE: Managing in Four Worlds. Long Range Planning 34 (2001) 9-32 14. LORANGE, PETER: Intrapreneurship. Lausenne, 2000. 15. MSJ: Grundfos A/S in an International Perspective, Aalborg University, Department of Business Studies, Center for International Business, last updated in September 2009 16. NOHRIA, NITIN -WILLIAM JOYCE - BRUCE ROBERTSON: What Really Works. Harvard Business Review, July 2003, 43-52 17. PETERMAN, JOHN: The Rise and Fall of the J. Peterman Company, Harvard Business Review, September 1999 18. PILLMORE, ERIC M.: How We're Fixing Up Tyco? Harvard Business Review December 2003, 96-103. 19. PORTER, MICHAEL: What is Strategy. Harvard Business Review, November-December 1996 20. PORTER, MICHAEL: Strategy and the Internet. Harvard Business Review, March 2001 21. PORTER, MICHAEL: The Five Competitive Forces That Shape Strategy. Harvard Business Review, January 2008 22. PORTER, MICHAEL: The Looming Challenge to U.S. Competitiveness. Harvard Business Review, March 2012, 55-62 23. PRAHALAD, C. K. - KENNETH LIEBERTHAL: The End of Corporate Imperialism. Harvard Business Review, August 2003 24. STALK, GEORGE JR - ROB LACHENAUER: Hard Ball - Five Killer Strategies for Trouncing the Competition. Harvard Business Review, April 2004, 62-71.

	25. WARTICK, STEVEN - DONNA J. WOOD: International Business and Scoiety. Blackwell, Oxford, UK, 1998 (Chapters 1-4, 6-7). 26. WHEELEN, THOMAS L. – HUNGER, J. DAVID: Concepts in Strategic Management and Business Policy. Toward Global Sustainability. 13th Edition, Pearson, 2012

Code	**M17VZB10E**	**ECTS Credit**	**6**	**HUN Credit**	**6**
Module Title:	**KNOWLEDGE MANAGEMENT**				
Module Leader:	**Dr. Edit Bányai** **associate professor** **and** **Brigitta Szabó-Bálint** **assistant lecturer**		**Office Hours:**	Dr. Edit Bányai: Wednesday 09:20 -10:20 Dr. Brigitta Szabó-Bálint: Monday 13:30-14:30	
Telephone:			**E-mail:**	banyai.edit@ktk.pte.hu balintb@ktk.pte.hu	
Short Description:	This module builds on the theoretical and methodological foundation provided by the Organizational Behaviour and Human Resource Management module of the BA Programme and it is designed to make students aware of the importance of knowledge and talent in the value production of organizations, and prepare them to be able to critically deal with issues in this field.				

Sessions (weeks):	
1	Introduction to the semester program. Creating a common understanding, goals and expectations. Team formation. Clarification of results and requirements. Introduction to knowledge management. Critical insight over the different approaches to knowledge management. Trends, problems and solutions. *Chapter 1-2*
2	The nature of knowing. Basic KM definitions (knowledge, learning, memory, knowledge management etc). The dimensions of knowledge. Knowledge management strategy. *Chapter 1-2*
3	Knowledge management tools (tools for capturing, evaluating, sharing knowledge) *Chapter 7*
4	Creating knowledge: organizational learning *Chapter 5*
5	Knowledge management in practice – Guest lecturer
6	Learning organization. Organizations as open learning systems. What do influence success of companies? The transformation of resources to performance. What creates a learning organizational culture? The learning organization concept. System dynamics and system thinking basics. *Chapter 6*
7	Developing knowledge-sharing and talent-focused culture *Chapter 9*
8	Type and measurement of intellectual capital. The evaluation of human capital. *Chapter 3*

9	The relationship between knowledge management and other management fields. Macro and micro context of talent management. Talent management as a strategic issue in knowledge and performance focused organizations. (war for talent, employer branding, etc) *Hatum Book*
10	Implementing knowledge management. The issues of leading people in knowledge-based organizations. *Chapter 10*
11	Talent management process and practices. (attracting, developing and retaining the right talent, succession planning) *Hatum Book*
12	Project presentation
13	Project presentation

Rationale Including Aims:	The subject is aimed to provide students with knowledge, which they can use successfully in their future career. For this reason, it is important to introduce the newest and significant knowledge and talent management concepts. A special focus is placed on the practical aspects and application of the issues covered in the framework of this course. Aim is to develop students' ability to create and sustain an organizational culture and environment that is driven by intellectual capital, learning capabilities and knowledge.
Learning Outcomes: **Knowledge**	At the end of the module successful students will be able - to understand importance of knowledge and talent in the value production of organizations and critically evaluate the different approaches to knowledge and talent management. - to differentiate between human, structural, social, relationship and intellectual capital and explain the appropriateness of their use in any strategy for enhancing organizational learning and knowledge. - to understand and apply appropriate methods to evaluate critical knowledge and talent management processes in the organizational context, so as to demonstrate their impact on the achievement of organizational goals.
Learning Outcomes: **Skills**	By the end of this module successful students will be able to evaluate critically theories and practice of knowledge and talent management, apply different concepts and also to solve such problems in organizations where they work.
Teaching and Learning Strategies:	In order to reach the goals set above, the lecture, which provides critical insight of the topic, will always be supported by in-class presentations and/or case studies, and home assignments. Students are expected to read the material before class since active participation in class discussions is a requirement. By analyzing the elected cases students develop their problem solving capabilities and improve their skills in this field.
Assessment Scheme:	Classroom work and homework assignment: 50 % • Individual work: 10 % • Group work: 20 % • Project work (group work): Comparison of Global Companies' Knowledge Management Practices 20%; Exam: 50 %

	Bonus points: max. 10 • During the semester students can earn 10 extra points with active participation and meaningful comments. They can get max. 2 points per class. It will be only considered if the student reaches 51 % from the total score.
Further on Assessment:	Classroom work includes case studies with assignments to be solved partly individually partly as group work The exam is a closed book exam based on the topics covered during the semester.
Core Learning Materials:	• Jashapara, Ashok (2011): Knowledge management. An Integrated Approach. Pearson, Prentice Hall. ○ Chapters: 1, 2, 3, 5, 6, 7, 9, 10 • Hatum, Andrés (2010): Next generation talent management: talent management to survive turmoil, pp. 37-123. • King, K. A. – Vaiman, V. (2019): Enabling effective talent management through a macro-contingent approach: A framework for research and practice. BRQ Business Research Quarterly, Volume 22, Issue 3, pp. 194-206. https://doi.org/10.1016/j.brq.2019.04.005. • Slides of the lectures
Optional Learning Material:	• Davenport T.H., De Long D.W., Beers M.C., (1998): Successfull Knowledge Management Projects • Lehner, F and Haas, N. (2010)"Knowledge Management Success Factors – Proposal of an Empirical Research" in: Electronic Journal of Knowledge Management Volume 8 Issue 1 (pp79 - 90), available online at www.ejkm com • Nonakai, I., 2007: The Knowledge Creating Company. In: Harvard Business Review, 2007, Júl-Aug. 162-171 pp. • Wang Sheng, , Raymond A. Noe, 2010: Knowledge sharing: A review and directions for future research. in: Human Resource Management Review 20 (2010) 115–131 • Zack M., H.,- 1999: Developing a Knowledge StrategyCalifornia Management Review Vol. 41, No. 3 Spring 1999. 125-145 pp. • Cappelli, Peter (2008): Talent Management for the Twenty-First • Dobrai, Katalin – Farkas Ferenc (2009): Knowledge Creation in the co-operation between Knowledge-Intensive Business Services and Client Organizations – A Theoretical Approach. In: Advances In Management, India, 2(6), pp. 7-12. • Dobrai, Katalin (2008): Knowledge-Related Issues in Human Resource Management. Proceedings of the International Conference: "New Trends and Tendencies in Human Resource Management – East Meets West", Pécs, Hungary, 13-14, June, 2008 CD: ISBN 978-963-642-3 • Dobrai, Katalin and Farkas, Ferenc (2008): Knowledge-Based Organizations: Examining Knowledge Processes in Public-Serving Nonprofit Organization. *International Journal of Knowledge, Culture and Change Management* (Common Ground Publishing, Australia) Volume 8, Issue 2, pp. 9-22. • Ready, Douglas A. – Conger, Jay A. (2007): Make your company a Talent Factory, HBR, June 2007, 68-77 • Schiemann, William A.: Reinventing Talent Management. How to Maximize Performance in the New Marketplace. Wiley 2009. • Schmidt, Martin and Schmidt, Conrad (2010): How to Keep your Top Talent.

	HBR, may, 54-61. • Dobrai Katalin (2011): The Role of Organizational Culture in Knowledge Management. *Proficient – an International Journal of Management*, Aug. pp. 21-33. List of articles may change

Code	**M17VZC08E**	**ECTS Credit**	**3**	**HUN Credit**	**3**
Module Title:	**LEADERSHIP DEVELOPMENT TRAINING**				
Module Leader:	**Edit Bányai PhD**		**Office Hours:**	Wednesday 09:20 -10:20	
Telephone:			**E-mail:**	banyai.edit@ktk.pte.hu	
Short Description:	The goal of the course is to enhance students 'ability to effectively lead high-performing organizations and teams. This course will integrate fundamental insights from the behavioural and social sciences to provide students with a coherent set of techniques to effectively lead without formal authority, inspire collaboration, diagnose and navigate complex team/organizational dynamics, and influence meaningful change within the organization. In addition to deepening students' leadership competence, this course will also build their confidence.				
Sessions (weeks)					
1.	Leadership Competencies				
2.	Personality Assessment MBTI/GPOP				
3.	Self-Leadership and Purpose. Develop individual and collective learning goals for the course. Developing Action Plan				
4.	Competencies of Emotional Intelligence (Self-Awareness, Self-Regulation, Motivation)				
5.	Competencies of Emotional Intelligence (Social Skills, Empathy)				
6.	Interpersonal Communication, Assertive Communication,				
7.	Principles of Influence & Persuasion				
8.	Managing Interpersonal Conflict				
9.	High-Performance Teams, Group dynamics				
10.	Collaborations, Empowerment the individuals and teams				
11.	Decision Making				
12.	The Art and Science of Human Motivation				
Rationale Including Aims:	The modules aim is to provide students with enhanced and deepened knowledge and skills to equip them for leadership. The goal is to teach a set of skills grounded in behavioural science theory and research that are essential for a successful career in management. An important objective of this course is to link theory to practice, because effective leadership requires both theoretical background and wise application. The course will be taught in blocks (3-4*75 min) which will focus on the most important competencies needed by aspiring managers and leaders, like self-awareness, emotional intelligence and interpersonal skills, communication skills, collaboration in teams, conflict management, negotiation, motivation and time management.				

Learning Outcomes: Knowledge	By the end of this module successful students will be able to understand how their personality, motivation, responsibility and aims could influence the success of their organization and environment. They will know and understand the typical leadership skills and their importance in their self-development. They will understand the role of values and attitudes in assertive communication, they will be able to identify their role as a leader in problem solving, in making decisions. They will be able to apply the theories of group dynamics; contribute positively to group (team) working. The students will acquire the skills of making appropriate preparations for managing business situations, especially negotiations. They will have increased knowledge to understand and evaluate organisational, management and leadership problems and possibilities. They will increase their awareness of their own personal leadership style.
Learning Outcomes: Skills	On completion of this module, the successful student will be able to: • recognize and assess their current and future personality • recognize and analyse the different types of interpersonal conflict and apply the appropriate conflict resolution practices • contribute positively to group (team) work • present effectively their ideas • use and combine effectively the different methods used for argument and debate with peers • to cope with uncertainty (decision making) • evaluate judgements of work produced by self and by peers • develop their leadership skills, e.g. interpersonal skills, team development, conflict management, communication, negotiation and change skills.
Teaching and Learning Strategies:	The teaching methods focus on experimental and practical experience, combines a variety of dynamic learning methodologies – workshops, training exercises, personal coaching and case studies. The course follows skill-building approach, which helps students comprehend and apply effective study, communication and work skills through class discussion, and encourage high student involvement.
Assessment Scheme:	This course is evaluated based on 3 factors: • Progress report: 25 % • Competence Development Plan 10 % • Class activities. active participation in trainings, workshops 35 % • Written essay about a selected leadership skill: 30% (There is one resit opportunity)
Further on Assessment:	Attendance is mandatory and will be monitored.
Core Learning Materials:	Afsaneh Nahavandi (2015): Art and Science of Leadership, The, 7th Edition, Pearson, ISBN-13: 9780133546767
Optional Learning Material:	Dr. Wesley E. Donahue (2018): Building Leadership Competence: A Competency-Based Approach to Building Leadership Ability ISBN-13: 978-1980818830 Ken Blanchard (2019): Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organizations, 3rd Edition, 2019., Pearson, ISBN-13: 9780133546767 Stephen R. Covey (2013): The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change

	David Allen (2002): Getting Things Done: The Art of Stress-Free Productivity Fleming (2015): The Leader's Guide to Emotional Agility (Emotional Intelligence): How to Use Soft Skills to Get Hard Results FT Press, SBN-13: 9781292083049 Nelson, Low (2011): Emotional Intelligence: Achieving Academic and Career Excellence in College and in Life, 2nd Edition, ISBN-13: 9780132782722

Code	**M17VZC12E**	**ECTS Credit**	**3**	**HUN Credit**	**3**
Module Title:	**MANAGEMENT IN THE DIGITAL AGE**				
Module Leader:	Zsuzsanna Vitai		**Office Hours:**	Monday: 14 p.m.-15 p.m.	
Telephone:	+36-72/501-599, 23198		**E-mail:**	vitai.zsuzsanna@ktk.pte.hu	
Short Description:	The course introduces the basics of management in the digital age. The aim of the course is to prepare prospective middle and senior managers for the working world, especially in the private sector, in the digital age. For this purpose, the differences in value creation between the real world and the digital world are discussed and the connection to sustainability aspects is shown.				
Sessions (weeks):					
1.	Introduction				
2.	Old economy vs. new economy				
3.	Sustainability of digital transformation				
4.	Data-based business models				
5.	Management of digital processes				
6.	Management and leadership				
7.	Autumn break!				
8.	Digital innovation				
9.	Digital competence development				
10.	Digital Transformation in Government				
11.	Informationsecurity				
12.	IoT and 4th Industrial Revolution				
13.	Digital Divide and E-Participation				
Rationale Including Aims:	Digitalization and digitization are a common phenomenon in the 21st century. These approaches fundamentally change our ways of living and doing business. The course gives an introduction to this new world and gives guidance to future managers how to operate in the new economy.				
Learning Outcomes:	• the student is familiar with the basic concepts of a company, the management and the challenges in the course of the digital transformation • understands the change dynamics of companies in the course of the digital age				

Knowledge	in theory and practice • is able to evaluate and critically discuss current developments
Learning Outcomes: Skills	• High level digital skills • Ability to manage time and own learning • Teamwork enhancement • Improved learning capabilities, e.g.: aptitude in finding the core meaning of highly technical articles
Teaching and Learning Strategies:	The course is fully digital. ***Students can learn anytime anywhere***. All material will be uploaded to Moodle and they are downloadable to any device. Deadlines will be set, but the students can learn at their own pace. Every week reminders and problem questions will be sent out to answer. Students will be assigned to groups and there will be case studies to solve in these work groups by a deadline. Personal consulation is available each week on Monday from 14 p.m. till 15 p.m.
Assessment Scheme:	50% Case studies – These will be peer – evaluated and also evaluated by the lecturer. 8 case studies will be provided. 15 points can be given by the students, and 15 points by the lecturer. Maximum 240 points 50% Final exam – Multiple choice via Moodle 200 points maximum
Core Learning Material:	Articles, lectures and videos all provided via Moodle
Further Reading Material:	*As above*

APPENDIX 2

MODULE EVALUATION FORM

Approximately how many per cent of the classes did you visit? (radiobox, answer is compulsory)
[ ] less than 25%
[ ] 25%-50%
[ ] 51%-75%
[ ] more than 75%

Evaluation of the course (1 = very bad; 5 = excellent) (radiobox, answer is compulsory)

	1	2	3	4	5	I do not know / I do not want to answer
Course content *						
Information of syllabus and requirements						
Comprehensibility of teaching material						
Accessibility of teaching material						
Matching of teaching material and syllabus						
Structure of classes						
Active student participation was possible in the classes						
Classes assisted the successful acquisition of the teaching material						
In-semester activity expected from the students assisted the acquisition of the teaching material						
Manageability of in-semester workload expected from the students						
Helpfulness of feedbacks given to work by students						
How interesting was the course?						
On the whole, how much were you						

satisfied with the course?						

* Capacity of the course to share general social or economic attitude, enlargement of horizon, theoretical foundation and /or practice-orientation.

Strengths of the course: …….. (text, answer is not compulsory)
Weaknesses of the course: ……... (text, answer is not compulsory)
Evaluation of lecturer(s) (to be filled out separately for each lecturer of the course)

Did you participate in at least one of the classes held by the lecturer above? (radiobox, filling out is compulsory)
[ ] yes
[ ] no
(If yes: questions concerning the lecturer show up. If no, the only question below shows up:)

What is the reason for your not participating in the classes held by the lecturer above? (one of the two options must be specified)
……. (text)
OR
[ ] I do not want to answer
(The questions below will show up if the student said yes for the participation)

The lecturer is (1 = very bad; 5 = excellent) (radiobox, answer is compulsory)

	1	2	3	4	5	I do not know / I do not want to answer
Competence						
Way of presentation						
Comprehensibility						
Helpfulness						
Consistency						
Accessibility (personally or online)						
Contact with the students						

Strengths of the lecturer: …….. (text, answer is not compulsory)
Things the lecturer could develop in: ……..…….…… (text, answer is not compulsory)

APPENDIX 3

Thesis Evaluation Form

Thesis report
Training name:
Candidate's name:
Candidate's neptun code:
Title of thesis:
Examiner's name (type):

CRITERIA FOR EVALUATION	Scale of points	Points given
1. Topic quality	**0-12**	
a) No real business issue addressed	0	
b) Topic only marginally relevant, aims and objectives not addressed at all.	1-4	
c) Relevant topic but not addressed properly.	5-8	
d) Relevant topic, aims and objectives addressed properly.	9-12	
2. Literature survey: demonstration of theoretical knowledge	**0-8**	
a) No theoretical basis, no literature survey.	0	
b) Weak theoretical basis, relevant literature missing.	1-3	
c) Good theoretical basis but relevant literature missing.	4-5	
d) Excellent theoretical basis, relevant up-to-date literature survey.	6-8	
3. Use and description of research methods	**0-8**	
a) No description at all.	0	
b) Poor description, not adequately supported.	1-3	
c) ood description, only partially supported.	4-6	
d) Clear description, well supported.	7-8	
4. Description of sources of data, method of collection, analysis	**0-12**	
a) Description missing, no proper analysis	0	
b) Thesis based only on secondary data, data only partially analysed	1-4	
c) Use of both primary and secondary research, but data collection not well organised and/or only partially analysed	5-8	
d) Clear description of all sources, well organised data collection, proper in-depth analysis	9-12	
5. Presentation and discussion of research findings and implementation plan	**0-18**	
a) Poor presentation and discussion, no managerial relevance and/or recommended implementation plan	0	
b) Some evidence of presentation or discussion skills but evaluation lacks depth, some managerial relevance and/or implementation plan	1-6	
c) Good presentation and discussion, managerial relevance and implementation plan offered but some points missing	7-12	
d) High level of presentation and discussion, clear managerial relevance, detailed and well-grounded implementation plan	13-18	
6. Structure of thesis	**0-12**	
a) Unclear and weak structure	0	
b) Some parts clear but thesis lacks overall coherency	1-4	
c) Adequate structure but some parts not coherent	5-8	
d) Clear and coherent throughout	9-12	
7. Quality and style of writing	**0-10**	
a) Poor use of English, frequent grammatical mistakes, inadequate grasp of style	0	
b) Generally correct use of vocabulary but clumsy wording, several grammatical mistakes; reasonable grasp of style	1-3	
c) Mostly accurate English, correct choice of vocabulary, good awareness of style	4-6	
d) Excellent command of English, correct use of register and vocabulary	7-10	

8. Format, citation and referencing, bibliography and appendix / appendices	**0-10**	
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	
c) Bibliography present, includes all references but appendix / appendices not clear or even partially inaccurate	5-8	
d) All references in the text appear in the bibliography, well-structured and well-presented appendix / appendices	9-10	
9. Overall opinion	**0-10**	
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**	

Grading scale: 0-50 fail (1), 51-60 pass (2), 61-74 fair (3), 75-87 good (4), 88-100 excellent (5)

Result:

Remarks (maximum 4000 characters):

Questions for oral defence of thesis

1.
2.

APPENDIX 4

Stipendium Hungaricum Program Operational Regulations
https://stipendiumhungaricum.hu/