Master of Science Enterprise Development and Entrepreneurship

Programme Handbook

2020/21

Validated by Middlesex University, London, UK

Programme Leader: *Dr. Zsolt Bedő, PhD.*

Institutional Link Tutor: *Dr. Zsolt Bedő, PhD.*

Middlesex Link Tutor: Jas Ahmad

Student Name:

MSc, PGDip, PGCert Enterprise Development and Entrepreneurship

Information in alternative formats

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

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.

Purpose and status of your student handbook

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

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 Middlesex University and The University of Pécs, Faculty of Business and Economics Regulations at www.mdx.ac.uk/regulations and https://international.pte.hu/codes_and_guidelines .

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 Dr. Zsolt Bedő.

Code of conduct serving the protection of health (based on Rector's and Chancellor's Common Order Nr. 14/2020)

1. In all University buildings continuous wear of face mask covering the nose and the mouth is compulsory!
2. Before and after classes washing hands with soap or use of hand disinfectant is advised.
3. Lecturers are obliged to ventilate lecture rooms at the start and finish of the classes.
4. If weather conditions allow, students are advised to spend the breaks outdoors, making sure that the protective distance of1.5 metres is kept.
5. Entering the building of the Faculty and the classes is only allowed for healthy students and lecturers, showing no symptoms of disease.
6. Those who notice symptoms typical of disease on themselves, on any of their fellow students, lecturers or colleagues, are asked to notify the Faculty Management as soon as possible (through the lecturer in case of students, directly in any other case), in order to take appropriate actions.
7. Those who notice symptoms typical of disease on themselves, please stay home and immediately call the information line set up by PTE specialists exclusively for PTE students: +36 30 577 3764 (PTE hotline). Also: please book an appointment for testing by writing an email to fmk@pte.hu. The examinations are made at the Centre for Occupational Medicine (7624 Pécs Nyár str.8.).

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Academic Calendar

2020/2021 FALL SEMESTER		
Date	**Place**	**Event**
24 August – 6 September	Neptun** University Registry System	Enrollment/Registration period (1st year students have to register 2nd year should set their status as active)
31 August – 6 September*	Neptun University Registry System	Course registration*(compulsory for **ALL** students)
7 September		First day of teaching
19 August 1st installment 15 October 2nd installment 15 November 3rd installment		Tuition fee payment deadline
3 October		Deadline for postponing studies (set status as passive) by request
26 September		Deadline for credit accreditation request
6th week of the semester	Room will be determined later	Programme Voice Group Meeting (only for MSc EDE programme)
19 October – 23 October		Fall break
9 November (+ one week for 1000 HUF/day delay fee)		Deadline for (re)submitting the thesis
9 November		Announcement of exam dates
18 November		Neptun exam application starting date
5 December		End of the fall semester – last day of teaching
7 – 12 December and 4 – 23 January 2021	Exam dates will be announced by the 9 November the latest	Exam period
20-23 January 2021	Rooms and exact dates will be determined later	Thesis defence period for the MSc 2nd year students

*After the 7th 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.

National holidays during the fall semester (other breaks):

23 October
1 November
25-26 December
1 January

****Neptun Unified Education System** – international students will get their access after the orientation when they will be helped to register into it.

PLEASE BE AWARE THAT DUE TO CORONAVIRUS ON YOUR PROGRAM THE FACULTY HAS SWITCHED TO

HYBRID TEACHING!

MEANING: Students can either be present personally in the classroom or from a distance via Teams.

Introduction to the University of Pécs

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

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

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

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

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

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

For further information on issues concerning international relations of the University of Pécs please contact the Head of the Centre for International Relations, Mr. István TARRÓSY (e-mail: tarrosy.istvan@pte.hu) or visit the website of the University https://international.pte.hu/

Introduction to Middlesex University

The Programme

Although you will enrol at and attend University of Pécs, Faculty of Business and Economics the MSc Master of Science Enterprise Development and Entrepreneurship programme is validated by Middlesex University and therefore you are a student of both. Within Middlesex University the MSc EDE programme is part of the Business School.

Being a Middlesex student means, in brief, the following:

If you successfully complete the programme you will receive the Middlesex qualification of Maser of Sciences Master of Science Enterprise Development and Entrepreneurship qualification.
You may attend the appropriate Middlesex graduation ceremony.
MSc EDE programme abides by Middlesex University Regulations which are available online at; http://www.mdx.ac.uk/regulations.
Note: You do not receive a Middlesex ID card. You are not a member of the Middlesex University Students' Union.

These lists are not exhaustive and therefore please contact Academic Partnership Operations (PartnerOps@mdx.ac.uk) if you have any questions about your entitlements as a Middlesex student.

The Middlesex University Regulations

The programme does not abide by Middlesex University Regulations and instead abides by the regulations of the University of Pécs which can be found at https://international.pte.hu/codes_and_guidelines .

Appeals

Please note that The University of Pécs uses its own regulations for handling student appeals and therefore this section of the Middlesex University Regulations (section G) does not apply to you. More information about the appeal process is available from Regulation on Studies and Exams (TVSZ). https://international.pte.hu/codes_and_guidelines

Academic Misconduct

Please note that The University of Pécs uses its own regulations for handling academic misconduct and therefore this section of the Middlesex University Regulations (section F) does not apply to you. More information about the appeal process is available from https://international.pte.hu/codes_and_guidelines and https://international.pte.hu/sites/international.pte.hu/files/documents/Codesandgiudelines/tvsz.pdf

More information about the Regulations regarding assessment is given in the section 'Progressing on your programme'.

The Memorandum of Co-operation

This is the formal agreement between Middlesex University and the University of Pécs, Faculty of Business and Economics on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of the University of Pécs, Faculty of Business and Economics and Middlesex University.

If you wish to view this document then please contact the Student Affairs Officer.

Quality Assurance Agency for Higher Education (QAA) UK Quality Code.

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the UK Quality Code which outlines the key expectations placed on all UK Higher Education providers. In particular there is a specific chapter on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. This section is chapter B10 'Managing higher education provision with others'.

The QAA also review higher education providers (including Middlesex) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students.

Welcome from the Dean of the Business School, Middlesex University

It gives me great pleasure to welcome you to Middlesex University and in particular to the Business School.

Middlesex University Business School is a major provider of business, management and professionally accredited programmes. For over fifty years, the business school has built an impressive track record of working in partnership with academic and professional partners across the world.

We are particularly proud of our relationship with the University of Pecs, Faculty of Business and Economics, our oldest partnership in Europe. In 2016 we celebrated 25 years of collaboration between the two institutions and 20 years of delivering Middlesex validated degrees together in English.

The MSc Enterprise Development and Entrepreneurship programme has been especially designed to meet the needs of students who want to develop their careers in entrepreneurial businesses or to start and grow their own business. The programme delivers research-based knowledge created by leading experts in the field as well as developing professional skills and competence that will help you achieve your full potential.

A core feature of Middlesex programmes is the opportunity for students to apply their learning in practical situations. Your programme includes many such opportunities and I want to encourage you to think about how what you learn translates into the 'real world' from day one. For us, success is measured by how well you, our students, learn to use your knowledge and skills to construct the careers you want.

This programme handbook should be treated as though it is our contract with you – keep it safe for reference throughout your time on the MSc Enterprise Development and Entrepreneurship. It contains an overview of the framework of your programme and the content of its modules. It also signposts key contacts and information which you will need to progress your studies and to get the most out of your time with us.

At the outset of your journey I want to assure you that we are committed to delivering the best student experience we can. In return, I encourage you to actively engage in the learning process, seize the opportunities we present you for intellectual, personal and professional development, and to be fully committed to your studies and determined to succeed. A positive attitude to your learning will help you make the most of the programme and enable us to create better learning opportunities for you.

By choosing this programme you have taken the first step towards a new phase in your life. I wish you the very best of luck in this exciting new venture.

Anna Kyprianou
Pro Vice-Chancellor and Executive Dean
Middlesex University
Faculty of Professional and Social Sciences
Middlesex University Business School
School of Health and Education
School of Law

Programme Leader's welcome

Welcome to the Master of Science Enterprise Development and Entrepreneurship Programme (MSc) of the Faculty of Business and Economics of the University of Pécs. I hope that you find this Handbook useful as a guide to the Master Programme and as a reference for the modules you will be studying at the University of Pécs.

This Handbook contains information that is important for the successful completion of your study with us. You might frequently need to refer to this Handbook so please bear in mind that it is accessible from the Programme website: https://ktk.pte.hu/en/students/studies/master-programs/student-handbooks.

The Handbook gives you details about programme regulations and of the modules that you will be studying.

The MSc Programme has been designed to help you develop skills and competencies to meet requirements of entrepreneurship in the new Millennium. Completing the programme successfully will help you attain skills and competencies in leadership, innovation and business development. The aim of the Programme is to prepare you for the challenges of starting your own company or occupying leadership positions at SMEs, large or multinational companies in a competitive and ever-changing business environment.

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

I wish you every success for an exciting programme of study.

Dr. Zsolt Bedő, PhD.
Programme Leader
Master of Sciences Enterprise Development and Entrepreneurship Programme

Programme staff list and contact details

Programme Leader
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The University of Pécs, Faculty of Business and Economics Principal
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Email: zsoltbedo@ktk.pte.hu

Teaching staff

Module Title	Lecturer(s) in Charge	Extension	E-mail
Compulsory			
Advanced Marketing Research	P. Németh	23129	nemeth.peter@ktk.pte.hu
Applied Statistics and Econometrics	G. Kőrösi	63131	korosig@ktk.pte.hu
Applied Venture Valuation	A. Takács	23277	takacsandras@ktk.pte.hu
Business Intelligence	F. Kruzslicz	23113	kruzslicz@ktk.pte.hu
E-commerce	K. Hartung Atanazovné	23145	hartungk@ktk.pte.hu
Entrepreneurial Finance	L. Szerb M. Kuti	23125 23124	szerb@ktk.pte.hu kutim@ktk.pte.hu
Corporate Entrepreneurship	Zs. Bedő	23436	zsoltbedo@ktk.pte.hu
Entrepreneurship & BMG	L. Szerb Zs. Bedő	23125 23436	szerb@ktk.pte.hu zsoltbedo@ktk.pte.hu
Innovation and Innovation Management	A.Varga K. Erdős K. Kovács T. Sebestyén	23149 23134 23186 23150	vargaa@ktk.pte.hu erdosk@ktk.pte.hu karmen@ktk.pte.hu sebestyent@ktk.pte.hu
Intercultural Business Communication	E. Bányai B. Bálint-Szabó	63373 23254	banyai.edit@ktk.pte.hu balintb@ktk.pte.hu
Production and Process Management	J. Vörös Zs. Hauck	23138 23153	voros@ktk.pte.hu hauckzs@ktk.pte.hu
Project Management	N. Sipos	23132	sipos.norbert@ktk.pte.hu
Regional Economics and Development	A. Varga N. Szabó	23149 23382	vargaa@ktk.pte.hu szabon@ktk.pte.hu
Strategic Management	M. Somogyvári	23384	somogyv@ktk.pte.hu

Tutorial: SME Development	Zs. Bedő	23436	zsoltbedo@ktk.pte.hu
Tutorial: Start-up development	Zs. Bedő	23436	zsoltbedo@ktk.pte.hu
Option Sets			
Energy Management	M. Somogyvári	23384	somogyv@ktk.pte.hu
Entrepreneurial Sales	P. Fodor		
Entrepreneurial Leadership	Zs. Vitai	23198	vitai@ktk.pte.hu
Service Marketing and Management	E. Bányai	23373	edit@ktk.pte.hu
Social Entrepreneurship	K. Erdős	23134	erdosk@ktk.pte.hu
Strategic Human Resource Development	Zs. Ásványi	23114	asvanyizs@ktk.pte.hu
Technology Commercialization	S. Danka	23149	danka.sandor@ktk.pte.hu

Technicians

Field of responsibility	Name	Extension	Location	E-mail
Head of Technical Support	Tibor Fehér	23154	Studies Department	white@ktk.pte.hu
Web master	József Varga	23344	Studies Department	jozsi@ktk.pte.hu
Technical personnel	Gábor Lovas Zoltán Jakab	23364	Studies Department	lovi@ktk.pte.hu zoli@ktk.pte.hu
Neptun Support	Tamás Gáspár	23334	Studies Department	gaso@ktk.pte.hu

Administration staff

Field of responsibility	Name	Extension	Location	E-mail
Institutional Link Tutor	Dr. Zsolt Bedő	23436	B118	zsoltbedo@ktk.pte.hu
Programme Administrator (Student Affairs Officer)	Gabriella Kohlmann	23372	B135	kohlmanng@ktk.pte.hu
Link Tutor	Jas Ahmad	-	-	J.Ahmad@mdx.ac.uk

Student website

For news of events, scholarships and other student activities students should visit http://international.pte.hu/student_life and https://ktk.pte.hu/en .

E-mail

Students will be approached via email only in special cases. However they are required to make sure that their email address provided in the Neptun Unified Education System is always up to date.

Your contact and personal details

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

Neptun Unified Education System, Moodle and MS TEAMS

Neptun Unified Education System (henceforth Neptun), the electronic education system of the University of Pécs, is applied by almost every university of the country. It keeps record of university studies, stores data of registering subjects and exam results, assists in educational administration, e.g.: handling and submitting applications, requests.

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 Faculty's website: http://neptun.pte.hu/en

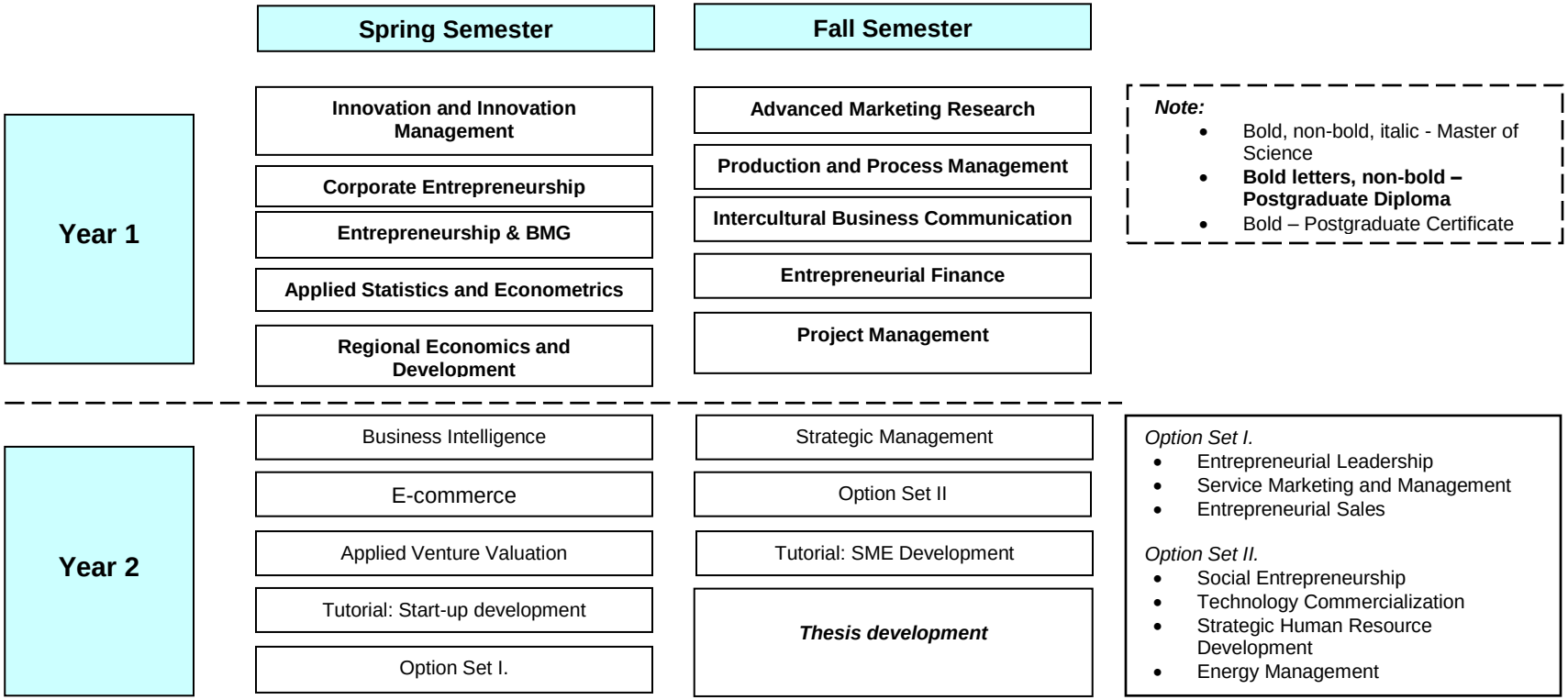
From September 2020 the online platform "Neptun Meet Street" was replaced by Moodle (https://moodle.pte.hu/login/index.php), as the main source of learning material available for students, therefore, it is advisable to be visited on a regular basis in order to learn all important information. In the exam period exams will also be run through Moodle.

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

At the beginning of your studies you will receive an intensive training program that will provide you with all the information on the options of the intranet. To log into the intranet you will have to use your student ID number and the password that was provided to you at the beginning of your studies. If you have any difficulties using the intranet please contact the Student Affairs Officer.

Your Programme

Programme structure diagram



Your first year modules

Your first year modules can be seen in the programme structure diagram above. For further information on the courses see section “Module Unit Narratives”- **Appendix 1**.

Your timetable

You are allocated to timetabled lectures, labs, seminars, and workshops based upon your module registrations. Your timetable is available on 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 by Neptun message or through your Student Voice Leaders.

Your first year assessment

The deadlines for both summative and formative assessments and when feedback is due and the form it will take can be read in the “Module Unit Narratives”, **Appendix 1.**

IMPORTANT: Please note that assessment deadlines do occasionally change and while every effort has been made to ensure this is correct at the time of publishing you should ensure you check with the module leaders to ensure that you are aware of any changes.

How and when you will be assessed

SEMESTER 1 / LEVEL 4

Week commencing	Learning week	Innovation and Innovation management	Corporate Entrepreneurship	Entrepreneurship & BMG	Applied Statistics and Econometrics	Regional Economics and Development
	Week 1		CE	CE	CE	CE
	Week 2					
	Week 3			WAG	WAG	
	Week 4					
	Week 5		PG			
	Week 6	PG	WAG	WAG	IME	
	Week 7 Break					
	Week 8		PG		WAG	IME
	Week 9		WAG	IME		
	Week 10					
	Week 11			PG		
	Week 12					
	Week 13			PG		
	Week 14	PG			IME	PG
	Exam WK1	IFE	PG			IFE
	Exam WK2				IFE	
	Exam WK3					
	Exam WK4					

SEMESTER 2 / LEVEL 5						
Week commencing	**Learning week**	**Advanced Marketing Research**	**Production and Process management**	**Intercultural Business Communication**	**Entrepreneurial Finance**	**Project Management**
	Week 1		CE	CE	CE	
	Week 2					
	Week 3					PG
	Week 4				PG	
	Week 5					
	Week 6	PG		WA		PG
	Week 7 Break					
	Week 8		IME		P	
	Week 9					
	Week 10					PG
	Week 11					
	Week 12			PG	PG	
	Week 13					
	Week 14	PG			P	PG
	Exam WK1	IFE		IFE		
	Exam WK2		IFE			
	Exam WK3					
	Exam WK4					

SEMESTER 3 / LEVEL 6

Week commencing	Learning week	Business Intelligence	E-commerce	Applied Venture Valuation	Tutorial: Start-up development	Entrepreneurial Leadership	Service Marketing and Management	Entrepreneurial Sales
	Week 1	CE	CE		CE	CE		CE
	Week 2							
	Week 3		WAG					
	Week 4				PG			
	Week 5				WAG			
	Week 6		IME				PG	
	Week 7 Break							
	Week 8	IME		IME	PG	IME		PG
	Week 9				WAG			
	Week 10							
	Week 11							
	Week 12							
	Week 13							
	Week 14	IME	PG	PG	WAG	PG	PG	WAG
	Exam WK1	IFE		IFE		IFE		
	Exam WK2		IFE				IFE	
	Exam WK3							
	Exam WK4							

SEMESTER 4 / LEVEL 7

Week commencing	Learning week	Strategic Management	Tutorial: SME development	Social entrepreneurship	Technology commercialization	Strategic Human Resource Development	Energy management
	Week 1	CE	CE	CE		CE	CE
	Week 2						
	Week 3						
	Week 4				PG		
	Week 5						
	Week 6			P	PG		WA
	Week 7 Break						
	Week 8		WAG		IME	IME	
	Week 9	IME					IME
	Week 10						
	Week 11						
	Week 12		GP				
	Week 13						
	Week 14	WA	GP	P		PG	IFE
	Exam WK1	IFE	WAG	IFE		PG	
	Exam WK2				IFE		
	Exam WK3						
	Exam WK4						

IFE	Individual Final Exam	IME	Individual Midterm Exam
WA	Written Assignement	WAG	Group Written Assignement
P	Presentation (written and oral)	PG	Group Presentation (written and oral)
CE	Class Engagement		

Your learning resources

Location of your classes/Study Department/Student Services
Your classes are taking place in the classrooms of the Faculty of Business and Economics (Pécs, Rákóczi Street 80). Classrooms are to be found on the ground and third floors.
All of your businesses in connection to your studies are dealt with the Study Department which is on the first floor – room 135 – together with the International Relations Office and the Talent Spot (please find the detailed information about the services in Your Programme Team chapter).

Library

Benedek Ferenc Library of the Faculties of Law 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 group work and 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.
Benedek Ferenc Library of the Faculties of Law and Economics is located on the third floor of the Knowledge Centre where c. 100,000 documents are available. 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 Benedek Ferenc Library of the Faculties of Law 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 c. 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, EconLit, 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 programme. This is presently under the supervision of the Faculty of Law. The collection is located in the Knowledge Centre, and open for all students of UP. This mainly English language collection comprises journals, periodicals, statistics and annuals issued by the EU and provide up-to-date information for researchers.

IT facilities

The Faculty has two computer rooms with 97 computers for teaching purposes. The campus has full WiFi coverage. Printing and scanning are available at the Student Help Desk operated by the Student Government.

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 programme management.

Talent Spot (Skills and Competencies Development Center)

The aim of the Talent Spot (Skills and Competencies Development Center) is to help students in developing their skills and competencies in order to achieve academic and professional success to enhance their labour market value as well as to help them to meet our partner companies' requirements. Among the team members students will find four qualified mentors, who offer mentoring in English language. The newly opend office of the Talent Spot is located on the first floor of the Faculty of Business and Economics.

Simonyi Business and Entrepreneurship Development Center (Entrepreneurship Center)

Simonyi Business and Economic Development Center (Simonyi BEDC, hereafter) provides student with support that is needed to develop and to launch their entrepreneurial initiative in any field. The Simonyi BEDC through its programs provide support to develop students' entrepreneurial mind-set and also to work on their projects. Within the framework of the Simonyi BEDC students can fulfil credits of the Certificate in Entrepreneurship program and the Master of Sciences Enterprise Development and Entrepreneurship. The extra-curricular activities of the Simonyi BEDC are open to any student interested in the field.

Attendance requirements

1. Students are required to attend all scheduled classes and prescribed activities for the programme 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 Programme 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 Programme.
8. All withdrawals, including those where students have failed to reply to letters under paragraph 5 above 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 Programme Leader requesting an explanation of absence (see paragraph 5 above). Where a student withdraws at the end of a given semester the date should be noted as the last day of that semester.

Students who fail to register for the programme after two weeks of starting the programme, without any good cause, will be deemed to have withdrawn. In this case no refund of the fees is possible.

Programme planning

During the second and third semester of your studies you undergo programme 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 programme

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. Programme Leader
3. Vice-Dean of Academic Affairs
4. Dean

The complaints and grievance procedures of University of Pécs, FBE must be followed and have been fully exhausted before you can follow the Middlesex University "Complaints in relation to collaborative partner institutions" which can be found in the Middlesex University regulations: www.mdx.ac.uk/regulations .

Programme Voice Group Meeting

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

The membership of a PVG meeting includes:

- Student voice leaders
- Faculty leadership
- Middlesex University Link Tutor
- UP FBE Link Tutor (programme director)
- Programme coordinator and other academic staff involved in the delivery of the programme and/or modules
- Support services representatives (if it is necessary)

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

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

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

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

Minutes are recorded of the discussion and decisions of each Board meeting and these are circulated to members with outcomes via email. The minutes are included with the Programme Quality Monitoring Report which is considered by Middlesex University. 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 PVG meetings via the Student voice leaders.

Meeting Dates

Generally 6th week of each semester

Student Surveys

You will be required to take part in the module evaluation procedure at the end of every semester through Neptun. The aim of this feedback process is to elicit your views on the quality of all the modules you have taken, and your experience of being a student on your programme of study.

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

You can expect to receive a report on issues that have been identified, and the actions taken upon them are available at the Programme Director. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during PVG meeting and will, where necessary, be reported upon during the annual monitoring process. The whole feedback process will also be reviewed 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 programme 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 PVG meeting with student voice leaders.

How we consider your feedback

The feedback you give through your student voice leaders, through surveys and at PVG meetings plays an important part in reviewing the MSc EDE programme during and at the end of the academic year. Some of the changes we have made to the programme have been a result of student feedback. For example several modules are taught by other professors because of continuous complaints reported in the module evaluation forms.

Employability

Employability is the level of compliance to labour market needs of the graduating students that includes knowledge and skills. These sets of knowledge and skills enable students to enhance their labour market value.
The curriculum structure is designed to enable students to develop these necessary sets of knowledge and skills.
MSc EDE programme is committed to supporting you in enhancing your employability and helping you to develop professionalism in your field of choice as employers constantly tell us that they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge.

The Confederation of British Industry (CBI) defines employability as **'a set of attributes, skills and knowledge that all labour 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 programme

The development of employability skills are all integral parts of the MSc EDE although this may not always be evident to you as they will not always be presented as such.

In order to maximize your labour market value and your employability the curriculum of the programme is designed to provide you with advanced professional knowledge.
The development of critical and analytical skills required in the field of entrepreneurship 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 EDE programme curriculum, it is still your responsibility to actively seek out these skills and identify what is covered where.

Personal Development Planning (PDP)

Personal Development Planning will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It is intended for both undergraduate and postgraduate students. 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 placement office and at the student service desk.

Career Advice

Students on the Maser of Sciences Master of Science Enterprise Development and Entrepreneurship 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 can be obtained at the Skills and Competencies Development Center of the Faculty of Business and Economics during their office hours. The Study Department may be able to provide information, but at present only occasionally. The Faculty organises several conferences each year where students can meet important business actors. Several former students obtained employment this way. However, the responsibility of securing employment lies entirely with the students.

Learning, teaching and assessment

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give 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 EDE study programme. Such active learning approaches aim to put you at the centre of your learning so you are involved and engaged in all aspects of your learning and its assessment. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

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

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

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as formative or summative. **Formative assessment** is developmental in nature and is designed to give feedback to students on their performance and how it can be improved therefore you will not receive a grade for formative assessment. Formative assessment is an important part of the learning process and has been shown to contribute to 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 programme. This part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.
Please see the module narratives in this handbook for more detail about on the assessment for each module, appendix 1.

Submission, receipt, marking and return of coursework and exam papers

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 - 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.

Marking, second marking and moderation

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

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

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.

External Examiners

External Examiners are a central part of the quality assurance and enhancement of your programme. They are experienced, senior academics or industry professionals with expertise in the field of Business Administration who are identified by The University of Pécs but are appointed by and report to Middlesex University. Their role is to act as independent moderators and to consider student attainment with impartiality. By drawing on their expertise and experience External Examiners provide one of the principal means by which Middlesex University and The University of Pécs ensures the programme remains comparable to national standards. The impartiality of External Examiners is paramount to ensuring equity for students and furthermore to ensuring the fair application of the regulations.

The duties of External Examiners include the following:

- To attend meetings of the Assessment Board of which they are a member.
- To comment when consulted on the content and form of all assessments.

- To scrutinise all work which has been recommended for first class/distinction grades or for failure by internal examiners, and a representative sample of work in each classification (where applicable).

- To advise on the appropriateness and effectiveness of the internal assessment processes, the relevant assessment regulations and procedures in respect of module assessments, the desirability of any recalibration or (exceptionally) remarking of assessed work, and the appropriateness of the standards against which the assessment process has taken place.

Additionally each External Examiner is required to produce a report at the end of the academic year in which they comment on:

- programme design, content and standards,

- student performance (general comments, no individuals are named),

- assessments: structure, design and marking,

- effectiveness and quality of feedback to students on their work,

- Assessment Boards; organisation and operation,

- role of the External Examiner,

- recommendations or actions for change and

- areas of good practice which should be shared.

These reports are an integral part of Middlesex University's monitoring procedures and are considered by the University and The University of Pécs as well as being an item on Boards of Study agendas which is where student representatives are given the opportunity to view the report. If you are not a student representative but would like to see the External Examiners' report then you should contact the Programme Leader.

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

Feedback on summative assessment will be offered in a variety of forms and all work will be marked and moderated in line with https://international.pte.hu/sites/international.pte.hu/files/documents/Codesandgiudelines/tvsz.pdf .

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

Progressing on your programme

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 Programme carry equal weight and are rated as 6 ECTS (6 for compulsory modules, 6 for Option Set I modules and 3 for Option set II modules and 15 for the Thesis Development module in Hungarian credit points) credit point on the accumulative credit scheme. Upon successful completion of the Programme student will earn maximum 120 Hungarian credit points (120 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.

Programme 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 Programme 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 programme. 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 programme, 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 Studies Department.

Certificates

When you graduate your final qualification certificate will be issued by Middlesex University and will have the details of your qualification. It will include the words "in collaboration with the University of Pécs".

Your certificate will be sent to University of Pécs by Middlesex University within 3 months of the date the qualification is awarded (usually the Assessment Board date). Once it has arrived it can be taken over in the Study Department.

Full details of the information which will appear on your certificate can be seen in Appendix 4.

Your University of Pécs degree can be taken over at the Graduation Ceremony. For the date of the Graduation Ceremony please turn to the Study Department.

Diploma supplement

All students are issued with a diploma supplement verified by Middlesex University. 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 programme 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 <u>all elements</u> 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 re-sit 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 six exams for each particular module throughout the two years, provided that they do not default on passing the minimum number of modules at the end of semester 2nd and 4th. (see below). The maximum grade that can be awarded for an Exam Course is 5 (excellent).

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 programme:

- By the end of the 2nd semester the student must fulfill 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 Programme.
- By the end of the 4th semester the student must fulfill 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 Programme.

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 programme.

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.

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 from a list with topics and related supervisor one semester before the submission of the thesis.
2. The supervisor confirms the selected topic by the end of the selection period
3. Students have the rights to change the confirmed topic and choose another one.
4. 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. Supervisor Contact Form is for controlling the students' consultation activity. There are a minimum number of compulsory consultations which has to be accomplished.
5. Student hand in their thesis by a previously announced deadline at the Study Department with the Supervisor Contact Form.

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 Head of the different Institutions and the Vice Dean responsible for Educational Affairs will select two referees to evaluate the work. The evaluation sheet used by the consultant and the opponent for evaluation is public and available to all students. The thesis evaluation form can be looked at **Appendix 2.**

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 opponent. If the third opponent gives a grade 1 (fail) then the student is not allowed to defend the work either and has to rewrite the thesis. About detailed assessment criteria the Studies Department informs students.

Final Examination – Thesis Defence (only for Hungarian degree)

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 Master of Sciences Enterprise Development and Entrepreneurship (MSc Enterprise Development and Entrepreneurship) 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, Middlesex link tutor, External Examiners, Programme 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 Middlesex certificate (degree) according to the following scheme:

4,51-5,00	Distinction
4,00-4,50	Merit
2,00-3,99	Pass

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

Academic Misconduct

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced.
Taking unfair advantage over other authors, students or oneself in this way is considered by the Middlesex University and The University of Pécs, Faculty of Business and Economics, to be a serious offence. The University and The University of Pécs, Faculty of Business and Economics, will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct way of

acknowledging work from other sources is available from http://libweb.anglia.ac.uk/referencing/harvard.htm . Academic misconduct also covers cheating in examinations.

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

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

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

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

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 Master of Sciences Enterprise Development and Entrepreneurship programme and these are available on line at: https://international.pte.hu/codes_and_guidelines and https://international.pte.hu/sites/international.pte.hu/files/documents/Codesandgiudelines/tvsz.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 Programme 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 programme.

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.

Link Tutors

The link tutor at University of Pécs for this programme is Zsolt Bedő, and the link tutor at Middlesex University is Jas Ahmad. Both tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Board of Study meetings where they hear the views of students on the programme; however you can contact either if you have a query or suggestion.

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 (Pécs, Dohány street 1-3.).

International Student Support

International students can ask for support in the Study Department and in the International Office.

Student Union membership

For information on the University of Pécs, Faculty of Business and Economics Student Union visit the website https://ktk.pte.hu/en/student-union or and at http://pteehok.hu/en/ehok/university-student-union/about-us at University level.

As a student on a programme validated by Middlesex University you are unfortunately, not a member of Middlesex University Students' Union (MUSU). You are however still entitled to the NUS Extra and ISIC cards.

NUS Extra Card
This is a student discount card which can be used at a very large number of retailers, please see the NUS website for further details: http://www.nus.org.uk/en/NUS-Extra. To apply for an NUS Extra Card you will need to contact MUSU who will confirm that you are a student member of Middlesex University. Please email musuinfo@mdx.ac.uk in the first instance.

ISIC cards – full time students only
As a full time student you can apply for an International Student Identification Card which will give you discounts on travel, shopping and experiences world-wide. http://www.isic.org/

Programme specification and curriculum map for MSc Enterprise Development and Entrepreneurship programme

1. Programme title	MSc Enterprise Development and Entrepreneurship
2. Awarding institution	Middlesex University and University of Pécs
3. Teaching institution	University of Pécs
4. Programme accredited by	Middlesex University
5. Final qualification	Master of Science Postgraduate Diploma Postgraduate Certificate
6. Academic year	2020/21
7. Language of study	English
8. Mode of study	Full time/Part time

9. Criteria for admission to the programme

The basic requirement of the Programme 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.
- The Programme 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 programme

The programme aims to:

1. develop candidates' awareness, practical skills and understanding, at an advanced professional level, of innovation management and entrepreneurship concepts and techniques and new venture development;
2. develop candidates' analytical techniques to decision making in building and supporting new businesses and ventures;
3. enable candidates to lead innovation in different areas of organisations' operations and outputs;
4. enable candidates to develop skills to launch, support and finance new products and services and exploit opportunities arising from new ideas to create new business models and capture economic value;
5. provide candidates with a knowledge of innovation and entrepreneurship research methods and equip them with the skills necessary for them to undertake independent research of innovation and entrepreneurship problems

In the case of the Masters awards these aims will be realised in full. For earlier exit awards, achievement of aims will be as follows:

For the Diploma, all aims stated above will be achieved in full, with the exception of 5.
For the Certificate exit award, all aims stated above will be achieved in full, with the exception of 3,4 and 5.

11. Programme outcomes	
A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of: 1. the main issues in innovation strategy and an awareness of the key features of success 2. how the success of some businesses stem from application of new technologies, but others from new ways in which to package and charge for services that existing technologies can deliver 3. the changing skills, technologies and methods of design and new product /service development, and how these are opportunities to manage innovation in products, services and solutions. 4. the consumption of new products and services and adoption of diffusion processes 5. how to choose from a range of possible alternatives, focusing on decision-making within a firm and its market environment 6. financial analysis, both accounting and risk assessment, suitable for those wishing to specialise in innovation and entrepreneurship 7. methods, techniques and theoretical perspectives deployed in business management research and scholarship. For PGDip, learning outcome 1, 2, 3, 4, 5 and 6 will be achieved For PGCert, learning outcomes 1, 2, 4 and 6 will be achieved.	**Teaching/learning methods** Students gain knowledge and understanding through a combination of lectures, directed reading, independent study, case studies, group work, coursework, electronic and online learning methods, facilitated discussion, guest speakers and individual and group research. **Assessment methods** Students' knowledge and understanding is assessed by a combination of individual and group coursework, presentations, time-controlled assessments and individual project work.
B. Cognitive (thinking) skills On completion of this programme the successful student will be able to: 1. critically evaluate the relevant skills needed to manage innovation at both strategic and operational levels 2. synthesise information from multiple sources, evaluate options and reach justifiable conclusions in relation to managerial problem solving and decision-making 3. identify and analyse innovation and other related data and situations using a wide range of appropriate techniques and transform these into options and solution 4. use conceptual, analytical and quantitative skills for decision making	**Teaching/learning methods** **Teaching/learning methods** Students learn cognitive skills through a combination of lecturers, directed reading, independent study, case studies, group work, coursework, electronic and online learning methods, facilitated discussion, guest speakers and individual and group research. Analyses and critical thinking are strengthened through seminar participation and independent study. In particular, creative thinking, analysis, synthesis and evaluation are developed in seminar discussion and debate, as well as through independent study, including use of online resources. Practical guidance including formative assessment is given on all course-related tasks, and feedback is provided on all assessed coursework.

5. apply innovative thinking and leadership to problem solving For PGDip, learning outcome 1, 2, 4,5 will be achieved For PGCert, learning outcomes 1 and 5 will be achieved.	**Assessment methods** Students' cognitive skills are assessed by a combination of individual and group coursework, presentations, time controlled assessments and applied project.
C. Practical skills On completion of the programme the successful student will be able to: 1. Deploy their potential to lead innovation and entrepreneurship in different areas of organisations' operations and outputs; 2. Systematically and creatively apply analytical techniques to the decision making process in business, and present analysis clearly and persuasively; 3. Demonstrate abilities to launch, manage or invest in successful new ventures; 4. Select, assess and evaluate new product and service project; 5. Demonstrate abilities to set up own business and prepare the business for growth or to enable student to promote him/her in the chosen profession For PGDip, learning outcome1,2,3,4 and 5 will be achieved For PGCert, learning outcomes 1 and 5 will be achieved.	**Teaching/learning methods** Students learn practical skills through participation in workshops, seminars, guided discussions, individual and group coursework, independent study and research methods training. **Assessment methods** Students' practical skills are assessed by individual and group coursework, presentations, lab coursework, time controlled assessments, and research project work.

D. Graduate Skills	**Teaching/learning methods**
On completion of this programme 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 8. Undertake continuous professional development For PGDip, learning outcome1,2,3,4 and 5 will be achieved For PGCert, learning outcomes 1 and 5 will be achieved.	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 programme.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

MSc Enterprise Development and Entrepreneurship

Module	1st semester	2nd semester	3rd semester	4th semester
1st	Innovation and Innovation management (6 credit)	Advanced Marketing Research (6 credit)	Business Intelligence (6 credit)	Strategic Management (6 credit)
2nd	Corporate Entrepreneurship (6 credit)	Production and Process management (6 credit)	E-commerce (6 credit)	Option Set II (O II) (3 credit)
3rd	Entrepreneurship & BMG (6 credit)	Intercultural Business Communication (6 credit)	Applied Venture valuation (6 credit)	Thesis development (15 credit)
4th	Applied Statistics and Econometrics (6 credit)	Entrepreneurial Finance (6 credit)	Tutorial: Start-up development (6 credit)	Tutorial: SME development (6 credit)
5th	Regional Economics and Development (6 credit)	Project management (6 credit)	Option Set I (O I) (6 credit)	
Credit	**30 credit**	**30 credit**	**30 credit**	**30 credit**

Option Set I. (6 credit, select one)
- Entrepreneurial Leadership
- Service Marketing and Management
- Entrepreneurial Sales

Options Set II. (3 credit, select one)
- Social Entrepreneurship
- Technology Commercialization
- Strategic Human Resource Development
- Energy Management

PGDip in Enterprise Development and Entrepreneurship

Module	1st semester	2nd semester	3rd semester	4th semester
1st	Innovation and Innovation management (6 credit)	Advanced Marketing Research (6 credit)	Business Intelligence (6 credit)	Strategic Management (6 credit)
2nd	Corporate Entrepreneurship (6 credit)	Production and Process management (6 credit)	E-commerce (6 credit)	Option Set II (O II) (3 credit)
3rd	Entrepreneurship & BMG (6 credit)	Intercultural Business Communication (6 credit)	Applied Venture valuation (6 credit)	Tutorial: SME development (6 credit)
4th	Applied Statistics and Econometrics (6 credit)	Entrepreneurial Finance (6 credit)	Tutorial: Start-up development (6 credit)	
5th	Regional Economics and Development (6 credit)	Project management (6 credit)	Option Set I (O I) (6 credit)	
Credit	**30 credit**	**30 credit**	**30 credit**	**30 credit**

Option Set I. (6 credit, select one)	Options Set II. (3 credit, select one)
• Entrepreneurial Leadership • Service Marketing and Management • Entrepreneurial Sales	• Social Entrepreneurship • Technology Commercialization • Strategic Human Resource Development • Energy Management

PGCert in Enterprise Development and Entrepreneurship

Module	1st semester	2nd semester	3rd semester	4th semester
1st	Innovation and Innovation management (6 credit)	Advanced Marketing Research (6 credit)		
2nd	Corporate Entrepreneurship (6 credit)	Production and Process management (6 credit)		
3rd	Entrepreneurship & BMG (6 credit)	Intercultural Business Communication (6 credit)		
4th	Applied Statistics and Econometrics (6 credit)	Entrepreneurial Finance (6 credit)		
5th	Regional Economics and Development (6 credit)	Project management (6 credit)		
Credit	**30 credit**	**30 credit**	**30 credit**	**30 credit**

12.2 Levels and modules		
Level 4 (1)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: • Innovation and Innovation management • Corporate Entrepreneurship • Entrepreneurship & BMG • Applied Statistics and Econometrics • Regional Economics and Development	Non	See LUNs
Level 5 (2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS

• Students must take all of the following: • Advanced Marketing Research • Production and Process management • Intercultural Business Communication • Entrepreneurial Finance • Project management	Non	See LUNs
Level 6 (3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: • Business Intelligence • E-commerce • Applied Venture valuation	Students must also choose at least one from the following: • Entrepreneurial Leadership • Service Marketing and Management • Entrepreneurial Sales	See LUNs
Level 7 (4)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: • Strategic Management • Tutorial: SME development • Thesis development	Students must also choose at least one from the following: • Social Entrepreneurship • Technology Commercialization • Strategic Human Resource Development • Energy Management	See LUNs

12.3 Non-compensatable modules (note statement in 12.2 regarding FHEQ levels)	
Module level	***Module code***
Note	*All modules are non-compensatable*

13. Curriculum map

See Curriculum Map below

14. Information about assessment regulations

University of Pecs and Faculty of Business and Economics Assessment Regulations apply to this programme, without exception.

15. Placement opportunities, requirements and support (if applicable)

Students on this programme who are intending to start a new business or develop an existing business will have access to the enterprise development hub (Simonyi BEDC) for support.

16. Future careers (if applicable)

The programme described here develops students' advanced-level skills, knowledge and capabilities in enterprise development, innovation management and entrepreneurship. This prepares them, when coupled with the subject areas of their first degrees or earlier professional experience and their interests and aptitudes, for carrying out entrepreneurial roles independently, or in a variety of public and private sector organisations where an understanding of entrepreneurship kills will be required such as leadership for management positions.

As a result of the enhancement of students' independent creativity, problem-solving, leadership and decision-making abilities during the programme, graduates are also better equipped for entrepreneurial activities.

17. Particular support for learning (if applicable)

- Learning Resources
- Orientation programme
- Access to Student counsellors
- Programme Handbook
- Internet access
- All teaching material will be available to students online through Neptun
- Access to student achievement advisors
- Student e-mail and Intranet
- Tutor support through published office hours
- Disability support to ensure all students can actively participate in university life

18. JACS code (or other relevant coding system)	
19. Relevant QAA subject benchmark group(s)	

20. Reference points

- The Hungarian Accreditation Committee (HAC)
- MSZ EN ISO 9001:200; MSZ EN ISO 14001:2005
- Middlesex University Regulations
- University of Pécs Regulations
- Faculty Curriculum and Development Strategy
- Laison with professional body (Magyar Közgazdasági Társaság, MKT and Hungarian Chamber of Commerce & Industry) on a national and local basis
- QAA Guidelines for programme specifications.
- QAA Framework for Higher Education Qualifications (FHEQ).
- QAA Subject Benchmark Masters in Business and Management.
- QAA Codes of Practice.

21. Other information

Methods for evaluating and improving the quality and standards of learning are:

- External Examiner reports
- Board of Study
- Student representative
- Module evaluation and report
- Student evaluation
- Validation and review panels
- Quality Monitoring Reports

Indicators of quality:

- Student achievement
- Buoyant enrolment
- Student feedback evaluation forms
- External examiners reports
- Student employability

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

Curriculum map for MSc/PGDip/PGCert Enterprise Development and Entrepreneurship

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

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	the main issues in innovation strategy and an awareness of the key features of success	C1	deploy their potential to lead innovation and entrepreneurship in different areas of organisations' operations and outputs;
A2	how the success of some businesses stem from application of new technologies, but others from new ways in which to package and charge for services that existing technologies can deliver	C2	systematically and creatively apply analytical techniques to the decision making process in business, and present analysis clearly and persuasively
A3	The changing skills, technologies and methods of design and new product /service development, and how these are opportunities to manage innovation in products, services and solutions.	C3	demonstrate their abilities to launch, manage or invest in successful new ventures;
A4	the consumption of new products and services and adoption of diffusion processes	C4	select, assess and evaluate new product and service project;
A5	how to choose from a range of possible alternatives, focusing on decision-making within a firm and its market environment	C5	demonstrate their abilities to set themselves up in their own business and prepare them for growth or to enable them to promote themselves in their chosen profession
A6	financial analysis, both accounting and risk assessment, suitable for those wishing to specialise in innovation and entrepreneurship		
A7	Methods, techniques and theoretical perspectives deployed in business management research and scholarship.		
Cognitive skills		Graduate Skills	
B1	critically evaluate the relevant skills needed to manage innovation at both strategic and operational levels	D1	Work effectively as a member of a group
B2	synthesise information from multiple sources, evaluate options and reach justifiable conclusions in relation to managerial problem solving and decision-making	D2	Communicate and present (and presentation skills) an argument both in writing and orally
B3	identify and analyse innovation and other related data and situations using a wide range of appropriate techniques and transform these into options and solution	D3	Demonstrate numeracy
B4	use conceptual, analytical and quantitative skills for decision making	D4	Take responsibility for own learning
B5	apply innovative thinking and leadership to problem solving	D5	Use the learning resources effectively
		D6	Demonstrate critical self-reflection
		D7	Demonstrate effective use of ICT
		D8	Undertake continuous professional development

Programme outcomes																								
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Highest level achieved by all graduates																								
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

Programme outcome for MSc

Module Title	Module Code by Level	Programme outcomes																								
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Innovation and Innovation Management (6)		X	X		X				X				X	X								X	X			X
Corporate Entrepreneurship (6)		X			X				X				X	X						X		X				
Entrepreneurship & BMG (6)		X		X					X			X	X	X	X				X		X			X		X
Applied Statistics and Econometrics (6)						X		X			X				X						X				X	
Regional Economics and Development (6)		X			X						X						X					X				X
Advanced Marketing Research (6)					X			X		X					X		X		X		X				X	
Production and Process Management (6)				X	X								X			X				X		X			X	
Intercultural Business Communication (6)			X	X		X			X	X			X		X			X		X		X		X		
Entrepreneurial Finance (6)						X	X									X	X	X			X				X	
Project Management (6)				X					X						X		X		X	X					X	
Business Intelligence (6)			X	X				X			X	X			X								X		X	X
E-commerce (6)			X		X					X						X				X					X	
Applied Venture Valuation (6)							X					X			X						X	X				X
Tutorial: Start-up Development (6)			X				X	X						X		X		X	X	X			X			X

Strategic Management (6)		X	X			X						X						X							X
Tutorial: SME Development (6)						X		X		X	X	X			X		X		X			X				X
Entrepreneurial Leadership (6)		X				X							X	X						X		X		X		
Service Marketing and Management (6)			X		X	X				X						X				X			X			
Entrepreneurial Sales (6)			X			X							X					X		X				X		
Thesis development (15)			X				X	X				X			X						X	X				X
Strategic Human Resource Development (3)		X						X	X						X				X					X		X
Social Entrepreneurship (3)		X		X					X				X	X				X						X		X
Technology Commercialization (3)			X	X				X			X					X		X	X		X				X	
Energy Management (3)			X					X	X			X			X						X					X

Programme outcome for Postgraduate Diploma

Module Title	Module Code by Level	Programme outcomes																							
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Innovation and Innovation Management (6)		X	X		X				X				X	X								X	X			X
Corporate Entrepreneurship (6)		X			X				X				X	X						X		X				
Entrepreneurship & BMG (6)		X		X					X			X	X	X	X				X		X			X		X
Applied Statistics and Econometrics (6)						X		X			X				X						X				X	

Regional Economics and Development (6)		X			X						X						X					X				X
Advanced Marketing Research (6)					X			X		X					X		X		X		X				X	
Production and Process Management (6)				X	X								X			X				X		X			X	
Intercultural Business Communication (6)			X	X		X			X	X			X		X			X		X		X		X		
Entrepreneurial Finance (6)						X	X									X	X	X			X				X	
Project Management (6)				X					X						X		X		X	X					X	
Business Intelligence (6)			X	X				X			X	X			X								X		X	X
E-commerce (6)			X		X					X						X				X					X	
Applied Venture Valuation (6)							X					X			X						X	X				X
Tutorial: Start-up Development (6)			X				X	X						X		X		X	X	X			X			X
Strategic Management (6)		X	X			X						X						X								X
Tutorial: SME Development (6)						X		X		X	X	X			X		X		X			X				X
Entrepreneurial Leadership (6)		X				X							X	X						X		X		X		
Service Marketing and Management (6)			X		X	X				X						X				X			X			
Entrepreneurial Sales (6)			X			X							X					X		X				X		
Social Entrepreneurship (3)		X		X					X				X	X				X						X		X
Technology Commercialization (3)			X	X				X			X					X		X	X		X				X	
Strategic Human Resource Development (3)		X						X	X						X				X					X		X
Energy Management (3)			X					X	X			X			X						X					X

Programme outcome for Postgraduate Certificate

Module Title	Module Code by Level	Programme outcomes																							
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6	D7	D8
Innovation and Innovation Management (6)		X	X		X				X				X	X								X	X			X
Corporate Entrepreneurship (6)		X			X				X				X	X						X		X				
Entrepreneurship & BMG (6)		X		X					X			X	X	X	X				X		X			X		X
Applied Statistics and Econometrics (6)						X		X			X				X						X				X	
Regional Economics and Development (6)		X			X						X						X					X				X
Advanced Marketing Research (6)					X			X		X					X		X		X		X				X	
Production and Process Management (6)				X	X								X			X				X		X			X	
Intercultural Business Communication (6)			X	X		X			X	X			X		X			X		X		X		X		
Entrepreneurial Finance (6)						X	X									X	X	X			X				X	
Project Management (6)				X					X						X		X		X	X					X	

APPENDIX 1

MODULE UNIT NARRATIVES

Code	**M18VFA03E**	**ECTS Credit**	**6**	**HUN Credit**	**6**
Term:	**1**		**Level:**	**4**	
Module Title:	**Entrepreneurship & Business Model Generation**				
Module Leaders:	**Prof. Dr. László Szerb,** Professor **Dr. Zsolt Bedő, PhD. Habil.** Associate professor	**Office Hours:**		**Monday 14:30-15:30**	
Telephone:	+36-72/501 599/23125 +36-72/501 599/23436	**E-mail:** szerb.laszlo@ktk.pte.hu bedo.zsolt@ktk.pte.hu		**skype**: szerb.laszlo	
Digital Access	**For the classes started on 23 March 2020 we use the Microsoft Team programme. The team is "KTK-Entrepreneurship and Business Model Generation (KTK-entbmgNM)". You have to be present at the online class as scheduled based on CET time.** **Powerpoint presentation can be found at NEPTUN, as regular.** **Office hour will be held at skype. Please write me a regular e-mail in advance if you would like to talk to me.**				
Short Description:	This course aims to bring together the theoretical and the practical view of entrepreneurship. The theoretical part presents the models and ways of becoming an entrepreneur as well as the influential factors of entrepreneurship. Government, local as well as international entrepreneurship policy aspects are also covered. The course emphasized both the individual and the contextual factors of entrepreneurship from a system perspective. Recent developments in technology start-ups and digitalization are also covered. Students are expected to analyze country level differences and specialties in entrepreneurship. Specific attention is paid to the fast growing ventures, called gazelles. In the second part of the course students get acquainted with the basics of business modelling and on how to compete on this front complementing basic services and product. This Module will be the preparatory of the practice oriented modules that will require students to establish their own or provide support to others in their establishment of their entrepreneurial venture.				
Sessions (weeks): 13					
Schedule is tentative and subject to change.					
1. (02.11.)	No class				
2. (02.18.)	Introduction of the second part of the course • Team formation • Discussion on what entrepreneurship and creativity mean. • Watching video: https://www.youtube.com/watch?v=QoqohmccTSc Assignment for the design thinking workshop: • Read the book: Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1 • Watch the following videos: o https://www.youtube.com/watch?v=sR6P5Qdvlnk				

	○ https://www.youtube.com/watch?v=bEusrD8g-dM ○ https://www.youtube.com/watch?v=nokBj14p4Mc ○ https://www.youtube.com/watch?v=BErt2qRmoFQ&t=3s
3. (02.25.)	Design thinking workshop, all day. Arrive at 08:30, we start working at 09:00. We finish at 17:00.
4. (03.03.)	Validation and preparation of the business model and revision of the final pitch
5. (03.10.)	Pre-pitch
6. (03.23.)	Small businesses and entrepreneurship: definitions and distinctions. Types of entrepreneurship. Individual, process and context models. Individual models, Shapero and Ajzen models.
7. (03.30.)	Entrepreneurial traits, intentions and motivations. Different models of individual entrepreneurship and entrepreneurial attitudes. The GUESSS research. Entrepreneurial processes, organizational/stages models.
8. (04.06.)	Entrepreneurial processes, effectuation/bricolage, entrepreneurial orientation, and opportunity recognition models Entrepreneurship contexts, business, social, spatial and institutional contexts. Entrepreneurship ecosystems, Kauffmann and Stam models.
9. (04.13.)	Spring break
10. (04.20.)	Attitude, Output, context, mixed and ecosystem measures. Entrepreneurship ecosystems. The Global Entrepreneurship Index GEI. Individual and institutional factors. The calculation of the GEI scores, step by step exercise. South Africa's entrepreneurial profile. Student exercise GEI tool. (upload GEI_2006_2017_research_3years excel file)
11. (04.27.)	National and local entrepreneurship policies. The GEI methodology to optimize policy effort. Digital entrepreneurship ecosystems and their specialties.
04.29.	***Final Pitch @ InnoPecs***
12. (05.04.)	Student presentations (seven minutes each)
13. (05.11.)	Midterm exam
Rationale Including Aims:	This course aims to combine the theoretical and practical approaches of entrepreneurship as well as get students acquainted in the macro and micro view of entrepreneurship. The course targets that students (among others) • to understand the differences between small business and entrepreneurship, • to know about the contemporary views of entrepreneurship, • appreciate the role of entrepreneurship in development, • grasp the role of entrepreneurial capacity in innovation, • comprehend the significance of entrepreneurship ecosystem in the process of entrepreneurship capacity building.
Learning Outcomes: Knowledge	Students by completing this module will be able to • recognize triggers affecting elements of the entrepreneurial environment • list different means of policy tools to boost entrepreneurship activity, • explain the effects of different policy decisions on competitiveness, • demonstrate the spillover effect of mechanisms in real circumstances,

	• implement business models in real environment.
Learning Outcomes: Skills	Students by completing this module will be able to • differentiate between collected data to prepare them for analysis, • analyze structured datasets to assess theoretical constructs, • evaluate results of empirical analysis, • design policy decisions, • critically evaluate business models • communicate value proposition.
Teaching and Learning Strategies:	Classes will combine theory and practical application of the theoretical constructs. By imbedding entrepreneurial activities in a wider, mezzo and macro context students will comprehend the interconnection between different factors affecting their future decisions when forming their entrepreneurial venture. Reading assignments will equip students with the necessary knowledge for class discussions and exercises. Group assignments will enable students to practice group work, develop their skills in such a working environment, practice leadership, delegation, brainstorming, conflict resolution. Videos will requires students to combine academic knowledge with practical observations and will force them to synthetize information communicated in different fashion.
Assessment Scheme:	Midterm exam: 20% Project work I. – 25% (5% presentation and 20% submission about a country's entrepreneurship system analysis). Deadline 31 May, 22:00. Final documentation of the Design thinking workshop – 30%: 1. Business plan 2. Pitch deck 3. MVP validation documents, pemplates iExpo participation – 5% Final pitch presentation – 10% Workshop and class engagement – 5% Class presence: - 5%
Further on Assessment:	**Midterm exam** is written exam focusing on the theoretical part of entrepreneurship 20% **Project work I**: forming a one person team students have to write an essay about a selected country entrepreneurial profile and have to suggest entrepreneurship policy portfolio on how to improve entrepreneurship. 20% **Project work II**: Students in teams will have to prepare short assignments week by week to implement theories discussed in class. **Design thinking workshop deliverables (Group assignment):** Students will participate on a whole day design thinking workshop, where they have to work in teams to solve a problem. Teams have to prepare a complete documentation and a pitch presentation by the end of the workshop that they will present in a later day in the framework of the final pitch event. **Final pitch presentation and slide deck (Group assignment):** Teams will have to present their final solution (product or service) in front of a professional panel in the framework of the final pitch event. **Video report (Individual assignment):** Students have to read the book Startup nation by the end of the semester and have to prepare a max 3 minutes video report on the book.

Core Learning Materials:	Core learning materials: Class materials • Acs Zoltan, László Szerb, Esteban Lafuente, Ainsley Lloyd (2018) Global Entrepreneurship and Development Index 2018, SpringerBriefs in Economics, Springer International Publishing, eBook ISBN 978-3-030-03279-1; Softcover ISBN 978-3-030-03278-4, DOI: 10.1007/978-3-030-03279-1, pp. XIV, 91 https://www.researchgate.net/publication/322757639_The_Global_Entrepreneurship_Index_2018 • Auerswald, P. E. (2015). Enabling entrepreneurial ecosystems: Insights from ecology to inform effective entrepreneurship policy., Kauffman report, https://www.kauffman.org/-/media/kauffman_org/research-reports-and-covers/2015/10/enabling_entrepreneurial_ecosystems.pdf • Marx, A.; A. Suse and M. Sanders (2018) Report - Policy Brief on the FIRES 7-step Method for Entrepreneurship Policy Making, FIRES reports http://www.projectfires.eu/wp-content/uploads/2018/05/d6.4-policy-brief-final-2_ms.pdf • Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1 • Nathan Furr, Transitioning your company from a product to a platform, HBR, 2016. • Zhu, Furr, Product to platform, making the leap, HBR, 2016.
Further Reading Materials:	• Ács, Z. J. E. Autio, L. Szerb (2014) National Systems of Entrepreneurship:Measurement issues and policy implications, Research Policy 43(3), 476-494 • Acs, Z., Åstebro, T., Audretsch, D., & Robinson, D. T. (2016). Public policy to promote entrepreneurship: a call to arms. Small Business Economics, 47(1), 35-51. • Sieger, P., Fueglistaller, U., & Zellweger, T. (2016). Student Entrepreneurship 2016: Insights from 50 Countries. International Report of the GUESSS Project 2016. St. Gallen and Bern: Swiss Research Institute of Small Business and Entrepreneurship at the University of St. Gallen and University of Bern • Szerb, L. A., É. Komlósi, P. Páger 2016 Measuring Entrepreneurship and Optimizing Entrepreneurship Policy Efforts in the European Union, CESifo DICE Report 3/2016 (September) • Start Up Nation, Dan Senor and Saul Singer, 2011. • Lean Startup, Eric Ries, 2010.
Policy on attendance and class engagement:	Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More “noise” does not equal higher score. Participation grades will be given on the following basis: 5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion 4 – Present, asking/answering questions, actively engaged 3 – Present, listening, but not sharing ideas 2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences 1 – Regular no-shows. Failure to give valid reasons for multiple no-shows.

	Please note that if you are in class but are not actively engaged nor share your ideas, your participation for that class is 3.
Policy on late arrival:	On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.
Academic misconduct:	All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies. Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior. Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs. A zero for that exam or project will be entered for the grade. Severe cases of academic dishonesty may include harsher penalties such as suspension. Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Code	M17VZA01E M17VFA01E	**ECTS Credit**	**6**	**HUN Credit**	**6**
Module Title:	**Applied Statistics and Econometrics**				
Module Leader:	**Gábor Kőrösi, Professor**		**Sessions**	Mixed lectures and computer exercises.	
Telephone:			**E-mail:**	korosig@ktk.pte.hu	
Short Description:	The subject gives an overview of major methods of empirical work in economics, mostly concentrating on econometric techniques. The methods will be applied to various economic problems, demonstrating their use in practical applications. Students get hands on experiences analysing various economic problems with a variety of approaches. We use gretl for practical work.				
Sessions (weeks):					
February 11	Economic models, data, statistical model. Revision: probability, data description, statistical inference. SW chapters 1-3				
February 18	Linear regression 1: revision of the basic concepts. SW chapters 4 & 5				
February 25	Linear regression 2: single and multiple regressors, estimation, inference, model diagnostics. SW chapters 6 & 7				
March 3	Non-linear models 1: linearization; indicator variables (dummies); inference. SW chapters 7 and 8				
March 10	Non-linear models 2: working with regression models. SW chapter 8				
March 24	Non-linear models 3: binary dependent variables. SW chapter 11				
March 31	Time series modelling 1: dynamics, forecasting. SW chapters 14 & 15				
April 7	Time series modelling 2: dynamics, causality. SW chapters 14 & 15				
April 14	Time series modelling 3: stationarity, non-stationarity. SW chapters 14, 15, parts of 16.				
April 21	Time series modelling 4, Endogenous regressors.: special time series issues, SW chapters 12 & parts of 16.				
April 28	Endogenous regressors. Panel data. SW chapters 12 & 10.				
May 5	Modelling strategies. Revision. SW chapter 9				
Rationale Including Aims:	Practical work in economics is based on data analysis in most cases, using causal models. The purpose of this course is to teach students the most important methods used in such applied work.				

Learning Outcomes: **Knowledge**	Students get a practical knowledge of the major econometric techniques, including the conditions for proper use, and methods for assessing the validity of their model. They should be able to identify methods needed in a practical situation, do the basic statistical analysis, and interpret the results.
Learning Outcomes: **Skills**	Students will work on various problems, typically using real life data. By the end of the course they should be able to do data analysis properly, on their own, using a simple computer package
Teaching and Learning Strategies:	The course is a mixture of lectures and computer exercises. We shall use data and computer at each major milestone. Technical details of the methodology are not part of the course, but basic knowledge of calculus, linear algebra and probability is necessary.
Assessment Scheme:	2 home assignments, 19% both Final examination, 62%
On the home assignment:	Each student will get a separate dataset and a task description, uploaded to the Assignment folder of Neptun. File names are the student identifiers, file types are .gdt and .rtf. You have to do the empirical analysis, requested in the task file, using your specific data. Your report should include all relevant empirical results (you can copy them from gretl output), together with the interpretation of the results. Be brief, be precise, and do not waffle. **Deadline: 23 March 2020 (Monday) for the first, and 8 May (Friday) for the second assignment**
Core Learning Materials:	Stock and Watson: Introduction to Econometrics, Addison-Wesley, 2014 (3rd edition). (The 2007 2nd and the 2019 4th edition are also fine.) Chapter numbers are from the 3rd edition. Also used: Gretl user's guide Berndt: The Practice of Econometrics, Addison-Wesley, 1991

Optional Learning Material:	Wooldridge: Introductory Econometrics, MIT, 2009 Brooks: Introductory Econometrics for Finance, Cambridge, 2008 Cameron and Trivedi: Microeconometrics, Cambridge, 2005 Kőrösi, Mátyás and Székely: Practical Econometrics, Avebury, 1992 Greene: Econometric Analysis. Prentice Hall, 2008. Pesaran: Time Series and Panel Data Econometrics, Oxford, 2015. Wooldridge: Econometric Analysis of Cross Section and Panel Data, MIT, 2010 Angrist and Pischke: Mastering "metrics", Princeton, 2015 Papers uploaded to Neptun

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Code	M17VFB07E	ECTS Credit	6	HUN Credit	6
Term:	**1**		**Level:**	**4**	
Module Title:	**REGIONAL ECONOMICS AND DEVELOPMENT**				
Module Leader:	Dr. Attila Varga, DSc university professor Norbert Szabó assistant lecturer		**Office Hours:**		
Telephone:	+36-72-501599/23149		**E-mail:**	vargaa@ktk.pte.hu szabon@ktk.pte.hu	
Short Description:	The course of Regional Economics and Development aims at providing insights into the key role of spatial processes (globalization, localization) in economics and business. The course introduces the most important theories of regional economies, the key methodologies applied in the study of regions as well as the most frequently followed strategies in modern regional development.				

Sessions (weeks): 13	
Schedule is tentative and subject to change.	
Lecture	
1.	Introduction
2.	The spatial dimension in Economics and Business
3.	Firms' location choice I.: Two input and one ouput markets, exogenous transport costs
4.	Firms' location choice II.: Endogenous transport costs and factor prices, simultaneous output and location equilibrium
5.	Firms' location choice III.: Spatial competition
6.	The monocentric city model
7.	Midterm examination
8.	Regional development and growth I.: Demand and supply factors
9.	Regional development and growth II.: Endogenous and cumulative factors
10.	Agglomeration, transport costs and increasing returns: Modeling spatial structure in Geographical Economics

11.	Challenges in regional development: Global competition and regional competitiveness
12.	Regional business networks and industrial districts
Seminar	
1.	Introduction
2.	Measures of regional income, inequalities and concentration I.
3.	Measures of regional income, inequalities and concentration II.
4.	Student presentation I.
5.	Computer aided student exercises
6.	Measuring and estimating interregional trade
7.	Student presentation II.
8.	The methodology of complex regional analyzes
9.	Computer aided student exercises
10.	Student presentation III.
11.	Regional input-output tables – introduction, challenges, estimation and use (coefficients, trade, etc.) II.
12.	Student presentation IV.

Rationale Including Aims:	This course aims to provide students with the knowledge needed to understand the role of space in economics. The course targets that students (among others) • understand the reasons behind the development of spatial economic structures • grasp the economic role and effects of localization and globalization • determine the causes behind city structure formation • appreciate the feedback from their peers and evaluators
Learning Outcomes: Knowledge	• **Recognize** the role of space in economics and business • **Discuss** the roles agglomeration, transport costs, market structure play in the development of spatial structures • **Describe** the most important factors behind firm locatiom

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

	- Cidell, Julie (2015): The role of major infrastructure in subregional economic development: an empirical study of airports and cities. Journal of Economic Geography, Vol. 15, No. 6, pp. 1125-1144. - McCann, Philip (2008): Globalization and Economic Geography: The World is Curved, Not Flat. Cambridge Journal of Regions, Economy and Society, Vol. 1, No. 3, pp. 351-370. - Varga, Attila – Horváth Márton (2014): Regional knowledge production function analysis, IN: Handbook of Research Methods and Applications in Economic Geography, Edward Elgar Publishing Ltd., pp. 511-543. - Kondo, Keisuke - Toshihiro Okubo (2015): Interregional labour migration and real wage disparities: Evidence from Japan, Papers in Regional Science, Vol. 57, No. 1, pp. 145-164. - Franklin, Rachel – David A. Plane (2004): A Shift-Share Method for the Analysis of Regional Fertility Change: An Application to the Decline in Childbearing in Italy, 1952–1991. Geographical Analysis Vol. 36, No. 1, pp. 1-20. - Midmore, Peter – Max Munday – Annette Roberts (2006): Assessing Industry Linkages Using Regional Input – Output Tables. Regional Studies, Vol. 40, No. 3, pp. 329-343. - Elias Giannakis - Adriana Bruggeman (2017): Determinants of regional resilience to economic crisis: a European perspective. European Planning Studies. Vol 25, No. 8, pp. 1394-1415.
Further Reading Materials:	Brakman S, Garretsen, H, Marrewijk, C (2009) The new introduction to geographical economics. Cambridge University Press. Cambridge Roberta Capello (2007) Regional Economics. Routledge, London and New York. Mary Edwards (2007) Regional and Urban Economics and Economic Development. Taylor and Francis, New York. John P. Blair, Michael C. Carrol (2009) Local Economic Development. Analysis, Practices and Globalization. Sage Publications, London.

Code	M17VFA02E	ECTS Credit	6	HUN Credit	6
Term:	**1**		**Level:**	**4**	
Module Title:	**INNOVATION AND INNOVATION MANAGEMENT**				
Module Leader:	Dr. Attila Varga, DSc university professor Dr. Katalin Erdős, PhD assistant professor Dr. Kármen Kovács, PhD habil. associate professor Dr. Tamás Sebestyén, PhD habil. associate professor		**Office Hours:**		
Telephone:	+36-72/501-599-23149		**E-mail:**	vargaa@ktk.pte.hu	
Short Description:	The course provides a structured insight into the most important topics of the subject. Besides the importance of understanding technological change and the introduction of basic concepts and approaches, high emphasis is put on microeconomic (market structure, diffusion, technology transfer, university-industry cooperation, externalities), macroeconomic (systems of innovation, innovation and growth), respectively on geographic aspects. During the course also practical problems of economic policy (technology policy, technology evaluation) and firm-level innovation management will be discussed in detail. Based on the knowledge gained through the course, students will be able to handle the importance of technological development, to participate in the decision making and evaluation of innovation policy and to manage innovation processes of companies.				
Sessions (weeks): 13					
Schedule is tentative and subject to change.					
1.	Definition of innovation. Systems of innovation				
2.	Geographic dimension of innovation (Student presentations of readings 1, 2, 3, 4)				
3.	Measuring innovation (Group work)				
4.	Innovation and co-operation (Student presentations of readings 5, 6)				
5.	Entrepreneur, company size and innovation (Student presentations of readings 7, 8)				
6.	Spring break				

7.	Innovation policy (Student presentations of readings 9, 10, 11) Innovation policy evaluation lecture
8.	Innovation policy evaluation seminar (Group work) Organizational frameworks of innovation (Student presentations of readings 12, 13)
9.	From product development to innovation marketing (Group work and student presentations of readings 14, 15)
10.	Easter Monday
11.	Innovation, company performance and competitiveness (Group work and student presentations of readings 16, 17)
12.	Universities and innovation (Student presentations of readings 18, 19)
13.	Social and sustainable innovations (Group work)

Rationale Including Aims:	This course aims to provide students the knowledge needed to understand and manage innovation processes in the global economy. It is intended to highlight macro and micro level aspects of innovation in order to enable students to be fully fledged actors of innovation. The course targets that students (among others) • understand the essence of innovation • grasp global effects of innovation • determine the system level causes of inefficiencies in innovation • appreciate the feedback from their peers and external evaluators • work effectively as a team
Learning Outcomes: Knowledge	• **Recognize** the role of innovation in company and economic growth • **Discuss** the roles of actors in innovation systems • **Describe** the mechanisms of value creation through innovation • **Demonstrate** the ability to participate in innovation management teams • **Prepare** and deliver persuasive presentations
Learning Outcomes: **Skills**	• **Analyze** complex innovative processes • **Articulate** the value of innovation in company and economic growth • **Identify** and **assess** opportunities for innovation

	• **Use** the vocabulary of innovation and innovation management
Teaching and Learning Strategies:	Students will have to engage in individual and team work as well. It is required that students prepare for the classes ahead by reading the required materials and thinking about questions for discussion. Preparing in advance enables students to actively participate in group discourse that also develops their critical thinking. Real-life case studies contribute to the development of analytical and complex thinking of students.
Assessment Scheme:	Student presentations (25%) Should the student miss the presentation without doctor's justification, the student gets 0 for the presentation assessment element. If the student has a doctor's justification for the absence, the student has the opportunity to submit a 2 pages summary of the reading to be presented. The submission deadline is one week after the presentation was due. The maximum attainable result for the assignment is 80% of the original value. Should the student miss this deadline, the student gets 0 for the presentation assessment element. Group work (25%) Should the student miss the group work without doctor's justification, the student gets 0 for the group work assessment element. If the student has a doctor's justification for the absence, the student has the opportunity to submit a 2 pages summary on the topic of the group work. The submission deadline is one week after the group work submission was due. The maximum attainable result for the assignment is 80% of the original value. Should the student miss this deadline, the student gets 0 for the group work assessment element. Final exam (50%) The final exam consists of essay questions, so answers have to be fully elaborated, not just keywords listed. Should the student fail the final exam, there is one retake opportunity in the examination period.
Further on Assessment:	Student presentations will be evaluated equally based on the following three criteria: - quality of literature review - presentation style - own elaboration, thoughts

Core Learning Materials:	• Freeman, C. – Soete, L.: *The economics or industrial innovation*, Routledge, London and New York 2004 • Maital, S. – Seshadri, D. V. R. (2014): *Innovation Management: Strategies, Concepts and Tools for Growth and Profit.* 2. ed., 2. print. Los Angeles: SAGE. ISBN 978 81 321 0722 4 • Polenske, K. R. (ed.): *The economic geography of innovation*, Cambridge University Press 2007 • Swann, G. M. P.: *The Economics of Innovation*. Edward Elgar Cheltenham, UK, Northampton, MA, USA 2009 • Tidd, J. – Bessant, J. (2014): *Managing innovation: integrating technological, market and organizational change*. 5., reprinted ed. Chichester: Wiley. (Includes interactive e-book) ISBN 978 1 118 36063 7
Further Reading Materials:	• Hashi, I.– Stojcic, N. (2013): The impact of innovation activities on firm performance using a multi-stage model: Evidence from Community Innovation Survey 4. Research Policy, Vol. 42. No. 2. 353–366. • Kemp, R. G. M.– Folkeringa, M.– De Jong, J. P. J.– Wubben, E. F. M (2003): Innovation and firm performance. Scales research reports. Zoetermeer: EIM business and policy research. SCALES -paper N200213. http://www.entrepreneurship-sme.eu/pdf-ez/N200213.pdf. • Klomp, L.– Leeuwen, van G. (2001): Linking innovation and firm performance: a new approach. International Journal of the Economics of Business, Vol. No. 3. 343–364.

Code	M18VFC03E	ECTS Credit	6	HUN Credit	6
Term:	**1**		**Level:**	**4**	
Module Title:	**Corporate entrepreneurship**				
Module Leaders:	**Dr. Zsolt Bedő, PhD.** Associate professor		**Office Hours:**	Monday 08:30-10:00	
Telephone:	+36-72/501 599/23436		**E-mail:**	zsoltbedo@ktk.pte.hu	
Short Description:	What is corporate entrepreneurship? Who is a “corporate entrepreneur”? Obviously basic questions to a course on the subject, but the reality is that the definition of both is contingent on the context it’s used in. Intrapreneurship can be defined as the process that allows for individuals and groups within a structured organization to think, develop and execute value-creation for the firm unencumbered by the stated organizational processes, procedures, rules and regulations while still having access to corporate resources to reach their intended goals. Therefore the “intrapreneur” is a person(s) who becomes empowered to create these new products or services without implied or stated constraints leading to value-creation for the organization. So, what drives intrapreneurship? Why are some large organizations better at it than others? Is it a necessary component of a firm’s DNA? If so, how do you embed it into the corporate culture? What leadership skills are necessary? Why bother with it? All reasonable questions that will be examined and hopefully, answered in this course.				
Sessions (weeks): 14					
Schedule is tentative and subject to change.					
1. **(02.12.)**	Introduction, Team formation, *Video discussion*: https://www.ted.com/talks/knut_haanaes_two_reasons_companies_fail_and_how_to_avoid_them?language=en *Group work*: Research and discussion: search for companies that have disrupted an industry and which are still being highly innovative				
2. **(02.19.)**	*Discussion*: (1) The concept of intrapreneurship/corporate entrepreneurship. Ideas, roles and processes Video discussion:				

	https://www.youtube.com/watch?v=6pm1bbLMqZE *Project*: (2) Introduce your consultancy company. Show your website; what is your value proposition, your field of expertise, who are the team members and what your collective background is.
3. **(02.26.)**	*Discussion*: (3) Idea generation and mobilization. Video discussion: https://www.youtube.com/watch?v=Mtjatz9r-Vc *Project*: Introduce your case study company, its background, what are the challenges it faces, how it is trying to cope with them.
4. **(03.04.)**	*No class, read materials for later classes and proceed with your project.*
5. **(03.11.)**	*Discussion*: (4) Advocating and screening *Project*: What is your plan on how you could help your case study company?
6. **(03.18.)**	*Break*
7. **(03.25.)**	*Discussion*: (5) Idea experimentation *Project*: Update the class on the progression of your consultancy project.
8. **(04.01.)**	*Discussion*: (6) Idea commercialization *Project*: Update the class on the progression of your consultancy project.
9.	*Discussion:*

(04.08.)	(7) Diffusion and implementation of ideas, Intrapreneurship from Concept to Sustained Competitive Advantage *Project:* Update the class on the progression of your consultancy project.
10. ***(04.15.)***	*Discussion:* (8) Top-down implementation of corporate entrepreneurship: • Rigtering, J. P. C., Weitzel, G. U., and Muehlfeld, K. (2019). Increasing quantity without compromising quality: How managerial framing affects intrapreneurship. *Journal Business Venturing*, 34(2): 224-241. • Hayton, J. C. (2005). Promoting corporate entrepreneurship through human resource management practices: a review of empirical research. *Human Resource Management Review*, 15: 21-41. *Project:* Update the class on the progression of your consultancy project.
11. **(04.22.)**	Discussion: (9) The intrapreneur: • Blanka, C. (2018). An individual-level perspective on intrapreneurship: A review and ways forward. Review of Managerial Science, 1-43. (10) Bottom-up intrapreneurship: • Belousova, O., & Gailly, B. (2013). Corporate entrepreneurship in a dispersed setting: actors, behaviors, and process. International entrepreneurship and management journal, 9(3), 361-377. *Project:* Update the class on the progression of your consultancy project.
12. **(04.29.)**	Final presentation of your company and your consultancy project.
13. **(05.06.)**	In-class discussion paper (individual)

Rationale Including Aims:	The aim of the course is to show students how entrepreneurial activity and innovation is conducted within the corporate environment. How does the company have to imbed such activity within its structure, how to facilitate innovative thinking, how to incorporate outcomes of this activity within this structure? Students will be introduced with the theoretical framework of the

	concept in the first half of the course that they will have to apply in the second half. Guest speaker at the end of the term will comprehensively give a picture of a real life case that will be discussed and debated by every student in light of the theoretical constructs and the lessons learnt from the cases.
Learning Outcomes: Knowledge	Upon completion of this module the student will 1. Recognize the historical relevance and concepts of corporate entrepreneurship, 2. Discuss the reasons why traditionally-organized companies find this culture so challenging. 3. Categorize the elements of a corporate culture that either inhibit or support the process of corporate entrepreneurship.
Learning Outcomes: **Skills**	4. Analyze how intrapreneurial activities relate to a company's ability to drive innovation throughout the organization. 5. Evaluate the attributes of various organizations regarded as leaders of corporate entrepreneurship and analyze the benefits of such. 6. Recognize the synergy necessary between leadership, corporate culture and organizational dynamics to drive successful corporate entrepreneurship. 7. Select a personal model of corporate entrepreneurship activities to be used as a reference tool in your career development.
Teaching and Learning Strategies:	Classes will be organized using the flipped classroom methodology. The focus of this course will be on developing and/or strengthening the student's abilities to identify personal and organizational traits that lend themselves to, or separate from, the concepts of intrapreneurship. Therefore much of our classroom time will be spent combining lectures, classroom presentations and discussions on various segments of the course. Class time will be weighed towards constructive discussion and challenges of the readings assigned. As such, it is expected that all assigned reading will be completed prior to the beginning of each class period. Value for the student will derive from the interchange of classroom discussions and interactions, along with the assignments posted.
Assessment Scheme:	In-class discussion (group) – 2x10% = 20% Consultancy company profile and traction (group) – 10% Business case study (group) – 30% In-class discussion paper (individual) – 30% Final case study presentation (group) – 10%

	Class participation and activity (individual) – 5% (extra)
Further on **Assessment:**	Students have to form teams of 4 on the first week of the semester. By the end of the team formation process we need to have 5 teams. **Reading assignment and discussion**: The team has to read, prepare for the reading assignments for each week and has to conduct news screening and analysis. Every team must read the reading assignments for each week. Each week one team will be picked to discuss the reading assignment, while another has to challenge the presenters from theoretical and application perspective. **Case study**: Teams will be working on their own case studies during the semester in the framework of the teams' consultancy firm. The teams will have to construct a weekly update of the development of the team's consultancy profile in the area of intrapreneurship and also of the case study the team is working on. The final result of the consulting work and the consultancy company will be presented by the team. **In-class discussion paper**: Individual knowledge and critical analysis skill development will be measured at the end of the semester in the framework of a discussion paper. **iExpo:** This event is a real life expo event where students display their projects to external observers to seek their feedback. External experts will quickly evaluate you project and if they like it they will give the team a "smiley". The team with the most smileys will win the expo event. Use this outside of the class occasion to expand your professional network, come prepared with your professional LinkedIn profile and also make sure your consulting company and your project is well defined and displayed. It is a fun and very exiting event.
Core Learning Materials:	1. Kevin C. Desouza, Intrapreneurship, University of Toronto Press, 2011. 2. Belousova, O., & Gailly, B. (2013). Corporate entrepreneurship in a dispersed setting: actors, behaviors, and process. International entrepreneurship and management journal, 9(3), 361-377. 3. Blanka, C. (2018). An individual-level perspective on intrapreneurship: A review and ways forward. Review of Managerial Science, 1-43. 4. Rigtering, J. P. C., Weitzel, G. U., and Muehlfeld, K. (2019). Increasing quantity without compromising quality: How managerial framing affects intrapreneurship. Journal Business Venturing, 34(2): 224-241.

	5. Hayton, J. C. (2005). Promoting corporate entrepreneurship through human resource management practices: a review of empirical research. Human Resource Management Review, 15: 21-41. 6. Sharma, P. & Chrisman, J. J. (1999). Toward a reconciliation of the definitional issues in the field of corporate entrepreneurship. Entrepreneurship Theory and Practice, 23(3): 11-27. 7. Kuratko, D.F., Ireland, R.D., Covin, J.C. & Hornsby, J.S. (2005). A model of middle-level managers' entrepreneurial behavior. Entrepreneurship Theory and Practice, 29(6): 699-716. 8. Lumpkin, G. T. & Dess, G. G. (1996). Clarifying the entrepreneurial orientation construct and linking it to performance. Academy of Management Review, 21(1): 135-172.
Further Reading Materials:	1. Kuratko, et al. (2015): Corporate Innovation & Entrepreneurship, International Edition 2. Power, D. (2014): The Curve Ahead, Palgrave McMillen. 3. McAfee, A., Brynjolfsson, E. (2017): Machine Platform Crowd. W. W. Norton and Company. 4. Parker, G. G., Van Alstyne, M. W., Choudary, S. P. (2016): Platform Revolution. W. W. Norton & Company, Inc. New York. 5. Evens, S., Schmalensee, R. (2016): Matchmakers. Harvard Business Review Press, Boston. 6. Edelman, B. (2015): How to launch your digital platform. HBR, April, p. 90-97. 7. Brown, C. (2016): 3 questions to ask before adopting the platform business model. HBR, April, p. 2-4. 8. Evens, D. S., Schmalensee, R. (2016): What platforms do differently than traditional businesses? HBR, May, p. 2-5. 9. Walter, M., Guzman, S. Platform innovation toolkit,

Policy on attendance and class engagement:	Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More "noise" does not equal higher score. Participation grades will be given on the following basis: 5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion 4 – Present, asking/answering questions, actively engaged 3 – Present, listening, but not sharing ideas 2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences 1 – Regular no-shows. Failure to give valid reasons for multiple no-shows. Please note that if you are in class but are not actively engaged nor share your ideas, your participation for that class is 3.
Policy on late arrival:	On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.

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

Code	M17VFA03E	ECTS Credit	6	HUN Credit	6
Term:	**2**		**Level:**	**5**	
Module Title:	**ENTREPRENEURIAL FINANCE**				
Module Leader:	Dr. Monika Kuti, PhD assistant professor		**Office Hours:**	via email	
Telephone:	+36-72/501-599, 23124		**E-mail:**	kutim@ktk.pte.hu	
Short Description:	On the course we examine how to raise funds for different phases in entrepreneurial growth. The course will navigate you through a wide range of financing forms, including crowdfunding, business angels, VCs, bank finance and the importance of financial flexibility. You will learn how to develop your own crowdfunding campaign on pecs.hubbub.net. Advanced valuation techniques will also be addressed to enhance your understanding of value creation. FinTech revolution will also be revealed for you so that you can think in terms of technological innovation available for entrepreneurs.				
Sessions (weeks): 14					
Schedule is tentative and subject to change.					
1.	Stages in entrepreneurial finance				
2.	Cash flow management				
3.	Crowdfunding and open source innovation				
4.	Characteristics of donation-, reward-, equity- and debt-based crowdfunding				
5.	Equity financing: angels, VCs, private equity				
6.	Bank finance and covenant design				
7.	Financial distress and financial failure				
8.	*Fall break*				
9.	Advanced techniques for enterprise valuation				
10.	Risk management and hedging tools for entrepreneurs				
11.	Financial flexibility				
12.	Access to sustainable finance for socially responsible entrepreneurs				
13.	FinTech and technological disruption in finance				

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

	Risk analysis – 10% Class participation – 10%
Further on **Assessment:**	Class participation will be assessed on your contribution to class discussions.
Core Learning Materials:	• Rogers, S, Makonnen, R. (2014): Entrepreneurial finance. McGraw-Hill Education. • Smith, J. K; Smith, R. L.; Bliss, R. T. (2011): Entrepreneurial Finance. Strategy, Value and Deal Structure. Stanford University Press • Arner, Douglas W. and Barberis, Janos Nathan and Buckley, Ross P., The Evolution of Fintech: A New Post-Crisis Paradigm? (October 1, 2015). University of Hong Kong Faculty of Law Research Paper No. 2015/047. Available at SSRN: http://ssrn.com/abstract=2676553 • Articles and case studies published on Neptun MeetStreet

Code	M17VZB01E	ECTS Credit	6	HUN Credit	6
Term:	**2**		**Level:**	**5**	
Module Title:	**Project management**				
Module Leader:	Dr. Ákos Jarjabka, PhD		**Office Hours:**	agreed with students	
Lecturer	Dr. Norbert Sipos, PhD		**Office Hours**	Thuesday 11:45-12:45 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.	*Chapter 1*
(date)	Why Project Management. Formation of student project teams. Familiarization with the Microsoft Teams project management software.
2.	*Chapter 2*
(date)	The Organizational context: strategy, structure and culture
3.	*Chapter 3*
(date)	Project selection and portfolio management
4.	*Chapter 4*
(date)	Leadership and the project management
5.	*Chapter 5*
(date)	Scope Management. Validation of formed Project teams' idea.
6.	*Chapter 6*

(date)	Risk management
7. (date)	Break
8. (date)	*Chapter 8* Cost estimation and budgeting
9. (date)	*Midterm report* Student presentation of the project proceedings
10. (date)	*Chapter 9-10* Project scheduling: network, duration, estimation, critical path, lagging, crashing, activity network
11. (date)	*Chapter 11* Advanced topics in planning and scheduling: agile and critical chain
12. (date)	*Chapter 12* Resource management
13. (date)	*Chapter 13-14* Project evaluation and control, closeout and termination
14. (date)	*Final report* Student presentation of the projects

Rationale Including Aims:	To **integrate** general management approach with the unique characteristics of project management and to show students how to **handle projects** in and out of an entrepreneurial context.
Learning Outcomes: Knowledge	The following **techniques** and **methods** will be discussed: SMART, PDCA, CPM, MPM, Logframe-matrix, Gantt diagram, scope/problem tree, project force field, etc. From the organizational side, different elements are influencing the success of the project such as organizational factors, stakeholders and governance, project team and project life-cycle. We will determine project typology, then further evaluate project management processes, with emphasis on integration, scope, time, quality, cost, risk and human resource management.
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 – 50% 10% for solving case studies
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 an extended management with participants of different functional areas or with the professor, simulated situation) 3. Final report – 50% (min. 40 page long final project proposal, 20 minutes of presentation, 10 minutes of Q&A, extended management and involving external professionals, simulated situation). Extra 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:	At maximum 3 absences are allowed during the semester.
Policy on late arrival:	At maximum 5 minutes of late arrival will be allowed three times in a semester. More than 5 minutes of late arrival is equal to an absence.
Academic misconduct:	It is required to solve every exercise based on own work, it is not allowed any form of plagiarism.

Code	M17VFB03E	ECTS Credit	6	HUN Credit	6

Module Title:	**Intercultural Business Communication**		
Module Leader:	***Edit Bányai PhD***	**Office Hours:**	Tuesday 11.30-12.30
Telephone:		**E-mail:**	banyai.edit@ktk.pte.hu
Teacher	***Brigitta Szabó-Bálint***	**Office Hours:**	Wednesday 11:00-12:00
		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. 09.09	Introduction to the semester program. Creating a common understanding, goals and expectations. Team formation. Clarification of results and requirements. The nature of intercultural business communication
2. 16.09.	What is culture? Culture and communication Cultural differences in communication
3. 23.09.	Cultural shock, intercultural competencies, cultural intelligence
4. 30. 09.	Business communication types: Oral communication patterns
5. 07.10.	Business communication types: Non-verbal communication patterns
6. 14.10.	Business Communication Types. Written communication patterns
7. 28.10.	Global etiquette, Business and social customs
8. 04.11.	Intercultural negotiation Process. Persuasion. Decision-making.
9. 11.11.	Intercultural negotiation components. The great negotiator.
10. 18. 11.	Development of Negotiation skills
11. 25.11.	Presentations
12. 02.12.	Presentations. Closing session: lessons of the module. Final evaluation

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% o group work (20 %) o 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) 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:	**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 Baker & McKenzie and PILPG: The International Negotiation Handbook. 2007. http://www.bakermckenzie.com/files/Uploads/Documents/Supporting%20Your%20Business/Featured%20Services/bk_internationalnegotiationshandbook_dec07.pdf Day, Jeremy: International Negotiations. Cambridge University Press, 2012 Gesteland, R. Cross-cultural Business Behaviour. Copenhagen Business School Press • Universitetsforlaget, 2012 http://www.bogerogpapir.dk/productsamples/9788763099356.pdf

Code	M17VFB09E	ECTS Credit	6	HUN Credit	6
Term:	**2**		**Level:**	**5**	
Module Title:	**ADVANCED MARKETING RESEARCH**				
Module Leader:	Krisztián Szűcs, PhD		**Office Hours:**	Wednesday, 3.00-4.00 pm (online office hours)	
Telephone:	+36-72-501-559/23115		**E-mail:**	szucsk@ktk.pte.hu	
Module Assistant:	Péter Németh, PhD		**Office Hours:**	Monday, 1.00-2.00 pm (online office hours)	
Telephone:	+36-72-501-559/23129		**E-mail:**	nemeth.peter@ktk.pte.hu	
Short Description:	This course aims to provide an overview of the changing landscape of Marketing Research (MR) including trends, new business models, methods and also introduce the popular analysis toolkit, IBM's SPSS software. Building on fundamentals of MR students will not just be able to communicate with research companies but also will be able to prepare and carry out their own research projects. Discussing special fields of MR will help students to work in several industries from media to retail companies.				
Sessions (weeks): 12					
Schedule is tentative and subject to change. (L: lecture, S: seminar; dates are the dates of the lectures)					
1. 9th Sept	L: Introduction: context & key terms of Marketing Research S: industry report				
2. 16th Sept	L: Introduction: Marketing Research in the Digital Era S: the research proposal				
3. 23rd Sept	L: Trends in Marketing Research: Role of Technology S: student presentations: traditional research companies				
4. 30th Sept	L: Trends in Marketing Research: Secondary Data 2.0 S: student presentations: innovative research companies				
5. 7th Oct	L: Trends in Marketing Research: Observations, Neuromarketing S: company guest lecture				
6. 14th Oct	L: Trends in Marketing Research: Online Qualitative Techniques				

	S: eye tracking
7. 21st Oct	***FALL BREAK***
8. 28th Oct	L: Trends in Marketing Research: Online Quantitative Techniques S: online forums
9. 4th Nov	L: Applied Marketing Research: Measuring Brand Performance S: company guest lecture
10. 11th Nov	L: Applied Marketing Research: Lifestyle & Segmentation Research S: company guest lecture
11. 18th Nov	L: Applied Marketing Research: Media Research S: student presentations: lifestyle research case
12. 25th Nov	L: Applied Marketing Research: Research in the Retail Industry S: media research case
13. 2nd Dec	L: Applied Marketing Research: Satisfaction Surveys S: company guest lecture

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 either it is followed personally or online. 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 two presentations during the semester – each presentation will be presented to the class for 20% of the grade **Evaluation of the student presentations** (20% for each) – 10% for the content and relevance – 5% for the oral presentation style – 5% for the presentation structure and design – **final exam** will be in the exam period for 60% of the grade
Further on Assessment:	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 Materials:	Harrison, M., Cupman, J., Truman, O., & Hague, P. N. (2016). *Market Research in Practice: An Introduction to Gaining Greater Market Insight*. Kogan Page Publishers. Szűcs – Lázár – Németh: Marketing Research 2.0, university notes, UP FBE 2020
Further Reading Materials:	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 Neptun's scene.

Policy on attendance:	Class participation is key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More “noise” does not equal higher score.
Policy on late arrival:	On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.
Academic misconduct:	All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies. Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior. Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs. A zero for that exam or project will be entered for the grade. Severe cases of academic dishonesty may include harsher penalties such as suspension. Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of conduct states that all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Code	M17VFB10E	ECTS Credit	6	HUN Credit	6
Module Title:	**PRODUCTION AND PROCESS MANAGEMENTt**				
Module Leader:	***Zsuzsanna Hauck***	**Office Hours:**	Monday 11.00-12.15		
Telephone:	+3672/501-599/63153	**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)	
8th Sept	Defining operations management and operations strategy. How to analyse cases. Process analysis. Inventories and Supply Chains.
15th Sept	Designing products and services. Cases: Fabritek Corporation, Harvard Business School (HBS) 669-004 2U: Higher Education Rewired, HBS 9-620-044
22th Sept	Developing a production system, identifying bottlenecks Case: Scharffen Berger Chocolate Maker, HBS 9-606-043
29th Sept	Bottlenecks and inventory build-up diagrams. Case: National Cranberry Cooperative, HBS 9-688-122
6th Oct	Operations based strategies. BAT Pécs guest lecture Case: Ant Financial (A), HBS 9-617-060
13th Oct	Operations based strategies II. Case: Fasten: Challenging Uber and Lyft with a New Business Model, HBS 9-616-062 + Midterm exam Q&A.
20th Oct	*Fall break*
27th Oct	Managing queues. Case: University Health Services: Walk-in-clinic, HBS 9-681-061
3rd 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
10th Nov	SCM Business Game: The Beer Game (MIT)
17th 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
24th Nov	Decreasing lead time Hauni Hungaria Kft. guest lecture
1st 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; 8. 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 9. work efficiently and effectively both as an individual and as a member of a team; 10. communicate and present an argument in the improvement process; 11. deliver products and services effectively in timely manner at the required quantity and quality; 12. 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 13. identify bottlenecks of complex processes to make effective decisions in investments, to calculate productivity, to design and produce products and services with outstanding quality and inherent customer value, to attain the exceptional value that is consistent with the company mission and marketing objectives by close attention to design, procurement, production, and field service opportunities, to determine, design, and produce the production process and equipment that will be compatible with low-cost product, high quality, and a good quality of work life at economical cost, to collaborate with suppliers to develop innovative products from stable, effective and efficient sources of supply, to provide a good quality of work life, with well designed, safe, rewarding jobs.
Teaching and Learning Strategies:	Continuous learning is required. The learning process is checked at each class through presentation, case discussions and problem solving. Students acquire knowledge and skills through individual learning, working in groups, participation in business games, and working in teams to solve business problems and cases.
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%
Essential/Core Learning Materials:	Case studies identified above; Appropriate chapters of • Heizer, Jay – Render, Barry – Munson, Chuck (2017): Operations Management: Sustainability and Supply Chain Management, 12th edititon (Global Edition), Pearson • Krajewski, L. J. - Malhotra, M. - Ritzman, L. (2019): Operations management: processes and supply chains, 12th edition, Pearson
Recommended/Optional Learning 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	M17VFA05E	ECTS Credit	6	HUN Credit	6

Module Title:	**APPLIED VENTURE VALUATION**		
Module Leader:	**Dr. András Takács, Habil, PhD.** Associate professor	**Office Hours:**	Wednesday 8:00-09:00
Telephone:	+36-72/501-599, 23277	**E-mail:**	takacsandras@ktk.pte.hu
Short Description:	The objective of this course is to discuss the typical accounting problems met by firms operating in international environment and to present the ways of determining the value of a corporation. In the first part of the semester, issues related to international accounting are discussed, where students will have a deep insight into the financial statements presented under US GAAP and under International Financial Reporting Standards (IFRS) and will understand how accounting information should be interpreted and used for valuation purposes. In the second part (company valuation), the aim is to build up students' ability to appropriately select and apply different valuation methods and thus to determine the intrinsic value of any company.		

Sessions (weeks): 14	
1-2.	The structure and content of financial statements under the US GAAP and under International Financial Reporting Standards (IFRS).
3.	Consolidated statements, the process of consolidation.
4.	Case study and classwork.
5.	Analysis of financial statements based on financial ratios.
6.	Midterm exam. The necessity of company valuation. Valuation approaches and techniques defined in the relevant literature and in the International Valuation Standards (IVS 2017).
7.	Net asset-based methods: liquidation value, book value, substantial value. Case study.
8.	Valuation with multiples. Case study.
9.	Discounted Earnings and Discounted Cash Flow (DCF) methods. Case study.
10-12.	Working out students' own Excel-based valuation tool.
13.	Discussion of project works. Preparation for the final exam.

Rationale Including Aims:	This module aims to develop the students' competence in applying a range of skills in the field of international accounting and company valuation. Based on the students' existing accounting knowledge the module will help them to further develop their analytical and critical powers in relation to accounting and valuation.
Learning Outcomes: **Knowledge**	Upon completion of this module the student will 1. Explain the structure and content of IFRS-based financial statements 2. Appraise the process of consolidation and the special features of consolidated statements 3. Differentiate the most widely used company valuation methods, the advantages and disadvantages of these and the typical situations in which different methods can be used 4. Understand the main valuation principles stated in IVS 2017
Learning Outcomes: **Skills**	5. evaluate the financial position of any companies based on financial statements 6. create, analyse and interpret accounting information in order to support the management's decision making 7. judge the business situations in which company valuation is needed, accurately determine the parameters required and find the combination of methods that fit the given situation 8. create valuation reports compatible with IVS 2017
Teaching and Learning Strategies:	The teaching strategy applied is a mix of lectures, seminar discussions and case studies. Individual work as well as group work is required.
Assessment Scheme:	Midterm exam (4-8) – 20% (45 minutes) Project work (1-5) – 30% Final exam (4-8) – 50% (75 minutes)
Core Learning Material:	Dr. TAKÁCS, A.: "Applied Venture Valuation", University of Pécs, Faculty of Business and Economics, 2020 (electronic learning material) [downloadable in pdf format from 'Neptun']
Further Reading Material:	DAMODARAN, A.: "Investment Valuation: Tools and Techniques for Determining the Value of Any Asset", Second Edition, Wiley, 2002

	KOLLER, T. – GOEDHART, M. – WESSELS, D.: “Valuation: Measuring and Managing the Value of Companies”, 5th Edition, McKinsey & Company Inc., 2010

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

6. week	Classification Evaluation (Validation, Performance Metrics, Overfitting)
7. week	Break
	No class this week
8. week	RA: 2nd part of PAnDM chapter 4
	Statistical Classification Bayesian Classifier, Rules based Classifiers
9. week	RA: BInDM chapter 7
	Machine Learning Artificial Neural Networks and Applications
10. week	RA: BInDM chapter 9
	Association analysis (Frequent Itemset, Association Rule Generation, Performance Measures)
11. week	RA: BInDM chapter 8
	Segmentation (Prototype, Hierarchical Clustering Methods)
12. week	RA: PAnDM chapter 7
	Segmentation Evaluation (Model evaluation, Density Based Clustering, DBSCAN and SOM)
13. week	RA: BInDM chapter 10 & BInDM chapter 11
	Unstructured Data (Text Mining, Web Mining, Sentiment Analysis)
14. week	Project presentations
	Midterm test
Rationale Including Aims:	Achieving the course students will recognize data analytics aspects and requirements of business intelligence problems. They will be able to actively manage and efficiently participate in data mining projects. Additionally to understanding of popular data mining techniques students have knowledge to identify advantages and limitations of these tools. Based on their solid practical skills using data mining softwares students can perform powerful data analysis, or build and implement automated applications.

Learning Outcomes: **Knowledge**	Differentiate traditional and data mining tasks. Recognize data warehouse and data minig functionalities. Able to follow knowledge discovery methodologies. Describe data mining primitives, languages, and system architectures Define current state and requirements in data mining research. Sense on security and social issues of data mining. Understand the foundation of machine learning and its various learning strategies.
Learning Outcomes: **Skills**	Apply data preprocessing techniques to improve data quality. Use data mining software and understand its process flow. Able to scale the known techniques on large databases. Perform standard analytics (classification, rule generation, anomaly detection). Match business problems to appropriate analytic tasks.
Teaching and Learning Strategies:	Theoretical foundations strictly follow the text book. Reading assessments are short quizzes used for measuring the preparation level. Presentations and other supplementary course materials are provided. In class the selected topic is discussed and small scale illustrative examples and exercises are solved. The corresponding computer lab exercises are simulated data mining projects of different fields and real data sets. Students have to read the case study and do the basic data exploratory steps in advance, and group work is allowed. Along with the course progresses less detailed instructions are given and the data analytic goals are getting more ambiguous. Midterm exams based on similar exam cases, where students have to understand and build a working model on computer, evaluate it, and interpret the results.

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

Code	M17VFB04E	ECTS Credit	6	HUN Credit	6
Term:	**3**		**Level:**	**6**	

Module Title:	**TUTORIAL: START-UP DEVELOPMENT**		
Module Leader:	**Dr. Zsolt BEDŐ, PhD. Habil.** Associate professor **Péter Kristof, PhD.** Guest lecturer	**Office Hours:**	Monday: 0800-1000
Telephone:	72 501 599/23436	**E-mail:**	bedo.zsolt@ktk.pte.hu
Short Description:	This course is the continuation of the Entrepreneurship and Business Model Generation course. In that you have created a business model around a socio-economic problem, you have partly validated it on your target market, but an in-depth analysis, validation design and implementation was not pursued. The objective of this course is to take you through this in-depth process in a very practical way in order to allow you to implement your product/service. In this implementation process the creation of an MVP will be necessary for you to be able to receive valuable and real feedback from your stakeholders. Throughout the course you will be exposed to new problems that you will have to solve using all the tools you have acquired in the framework of your previous studies.		

Sessions (weeks): 14

The syllabus is tentative and subject to change.

1. (02.11.)	**INTRODUCTION AND AWAKE** In this first introductory session: • You will receive a short explanation of the Syllabus. • We will define our 10 team work weeks and the available resources. • We will define teams, course objectives and weekly deliverables. • We will introduce Exponential Organizations (ExO) Foundations, the base of our work. • We will have our “Awake” on ExOs. • Learning about exponential technologies, linear versus exponential thinking and disruptive threats facing any industry. • We will start to practice and learn about the possible organizations to work on. • What do we want to accomplish? • What are we trying to transform? • What’s our playground? Our business model, key facts and numbers. *Assignment for the next week:* • Define key exponential technologies disrupting the current landscape of established companies. • Create 100+ ideas and narrow it down to 20-25 possible initiatives. Ideas that are incorporating technologies and having a high disruptive potential.

2. **(02.18.)**	**EXPLORE** The world changes every day. Exploring how it may affect any industry is an exciting learning experience, which will surprise you! *Description:* This assignment sets the foundations for the course. It helps you to gain a strategic overview of the current world and the technological and disruptive forces facing any industry. What is your ability to adapt and cope with the exponentially changing world? *Requirements:* • Research key technologies with disruptive potential. • Research key start-ups and new business model whether playing in your ground or in an adjacent field – where disruption can come from. • Summarize key upcoming changes in your context (regulation, current and new clients, providers, competitors etc.). *Assignment for the next week:* • Narrow down the number of your initiatives to 8-10. • Identify and assign global grand challenges, exponential technologies and disruptive startups to your initiatives, and analyse related risks, opportunities and timing. • Read this article by Salim Ismail: https://medium.com/@salimismail/massive-transformative-purpose-the-heartbeat-of-every-exo-8f59e7a811b4.
3. **(02.25.)**	**IDEATE (Define)** You have at your fingertips the opportunity to (re)invent the world and to make it better. You will define 5-6 potential ExO Initiatives based on the research completed in the previous week. *Description:* This assignment allows your team to be creative. You will generate a number of high-level ideas to help your clients become more adaptable to a rapidly changing world. Starting with a longer list of ideas will give you some options for where to focus your efforts over the course of the ExO Sprint. *Requirements:* • Define Massive Transformative Purposes (MTP) for each of your initiatives. • Include problem/solution pairs for each MTP. • Develop a short description for each ExO Initiative. *Assignment for the next week:* • Continue understanding the MTP concept: https://singularityhub.com/2016/11/08/the-motivating-power-of-a-massive-transformative-purpose/, and refine the MTPs of you initiatives. • Define key hypotheses and design experiments to achieve problem/solution fit. These contain key hypotheses, experiments and evaluation criteria. • Run your experiments and record the results and key learnings.

4.
(03.03.)
	SHARE (Experiment)
	
	Evaluate your ExO Initiatives and narrow down the list to 3-4.
	
	Description:
	Form 3-4 initiatives after experimenting. Select the strongest ones.
	This assignment allows your team to name and test the key hypotheses behind your 3-4 ExO potential initiatives. You will also gain experience exercising the Experiments Attribute. Selecting the winning initiatives, based on what you have learned from your experiments, will allow you to focus your efforts for the rest of the first Sprint cycle.
	
	Requirements:
	• Identify the key hypotheses behind the 3-4 ExO Initiatives from last week.
	• Define and run experiments to evaluate these hypotheses.
	• Learn important information about the initiatives based on the results from the experiments.
	• Having completed the experiments:
	  ○ Summarize your learning from the experiments.
	  ○ Evaluate all the ExO Initiatives and select only 3-4 that you will focus on and explain WHY they have been chosen.
	
	Assignment for the next week:
	• Run your experiments.
	• Read this article by Francisco Palao: https://medium.com/openexo/forget-startups-exos-exponential-organizations-are-the-new-way-to-innovate-32305d628928.

5.
(03.10.)
	SELECT (Assemble)
	
	Iterate the selected 3-4 ExO initiatives and create their presentation for the Disruption workshop.
	
	Description:
	This assignment allows your team to begin to assemble the components of your upcoming presentation for the Disruption presentation.
	• Plan for a 5 minutes pitch for each initiative. You will be presenting to your teacher, other Sprint participants (and to an external Disruptor), who will be providing you with feedback.
	• Include at least the items listed under Requirements within your presentation.
	
	Requirements:
	• Update the selected initiatives based on the feedback received. Define the ExO Canvas for each of the selected 3-4 initiatives. Run additional experiments to test them.
	• Start the overall presentation with the new MTP you have defined for the initiative/organization.
	• Start creating a 5 minutes Elevator pitch presentation for each of the 3-4 initiatives:
	  ○ Name of the initiative.
	  ○ MTP: the why behind your initiative.
	  ○ Problem: describe the problem you want to solve.
	  ○ Solution: present the solution's differentiating factor (value proposition), discuss how it will disrupt current industries or established organizations and how it will be scalable.
	  ○ ExO Attributes and ExO Canvas: which one you will use to reach and to manage abundance you are tapping into.
	  ○ Business Model Canvas: scratch how your initiative will create, deliver and capture value.
	  ○ Define use cases and ensure the key values of the initiative are shown.
	  ○ Experiments and lessons learned – summarize key insights from the experiments and why this initiative was chosen.
	
	Assignment for the next week:
	• Watch some videos about great presentations: https://www.ted.com/playlists/574/how_to_make_a_great_presentation
	• Finalize the pitches.
	• Have dry-runs and make iterations.
	• Upload your 2-minutes pitch on the competition website.
	• Astonish your audience.

6. **(03.17.)**	**Break**

7. **(03.24.)**	**DISRUPT and CORRECT** *Description:* It's time to disrupt the targeted industry – before somebody else does it. Present the final version of the public presentation (5 minutes for each initiative) during the disruption session and gather feedback. • *Requirements:* • Improve and finalize the presentations of your ExO Initiatives for the Disruption Workshop. • Don't panic: failure is part of the process and it helps killing your ideas and go further on with the best ones. • Present your ExO Initiatives at the Disruption Workshop (5 minutes per initiative, maximum 20 minutes in total + feedback). • Gather feedback from the Disruption Workshop. **CORRECT** Based on the feedback you received: narrow down to 2-3 ExO Initiatives and further define the ExO foundations after the disruption workshop feedback. This assignment allows your team to incorporate the results of the Disruption and Correction sessions and determine where to focus efforts for the second half of the ExO Sprint. *Requirements:* • Either improve or kill your current ExO Initiatives, or define new ones based on the Correction Session. • (Re)define the ExO Foundations: MTP / Disruption-Response / BMC / ExO Canvas. • Further describe each ExO Attribute: WHY is this attribute important for the goal? / HOW will you implement this attribute? / WHAT real products or partners will you use to implement it? *Assignment for the next week:* • Create a summary of your selected initiatives: MTP, name of the initiative, problem, solution, ExO Canvas, Business Model Canvas. • Start planning your key hypotheses and the experiments you will run to test (validate) them. • Watch this video by Salim Ismail: https://www.youtube.com/watch?v=FNQSM4ipZog.

8. **(03.31.)**	**PROTOTYPE** Build a Minimum Viable Product (MVP) for each initiative. *Description:* • This assignment allows you formally define the assumptions underlying your ideas and prepare to further test them. • You will build the Minimum Viable Product (MVP) for each of the ExO Initiatives which will allow you to learn as well as to improve them further. • Make more iterations on the business model canvas. *Requirements:* • Frame your ExO Initiatives Business Model. • Identify key hypotheses you want to evaluate. • Define your MVP. • Start building your MVP: Landing page / Wireframe / Video / 'Wizard of Oz' web page front / Working prototype. *Assignment for the next week:* • Get your experiments ready. • As for help, read The Mom Test by Robert Fitzpatrick.
9. **(04.07.)**	**TEST (Experiment)** Test the MVP & Sales (customer and stakeholder validation) for each initiative. *Description:* This assignment provides experience exercising the Experiments attribute at a deeper level by engaging early adopters with an actual concept to respond to. We will try to sell our MVPs to early adopters in order to validate that our value proposition to the market is the right one. An early adopter is an individual or business who uses a new product or technology before others, they share your vision and are willing to try your MVP even though it's not the perfect solution yet. We need to define how we are going to find out the Early Adopters and get their buy-in for our ExO Initiatives. Selling to Early Adopters will be an experiment that will help us to evaluate the hypotheses related to the value proposition and our business model that we defined the week before. This is what is called the 'Product/Market Fit'. *Requirements:* • Find your early adopters. • Sell to your early adopters. • Measure the results and learn. *Assignment for the next week:* • Create validation cards (name of the initiative, MTP, key hypotheses, experiment description, evaluation criteria). • Run your experiments, collect the results and record key learnings. • Think about how you will iterate or pivot or kill the initiative (based on the feedback and learnings).

10. **(04.14.)**	**IMPROVE** Pivot your initiatives to find the right Product/Market fit *Description:* Last week, you ran some experiments and extracted some key learnings. This week's task is to pivot – improve your use case and MVP until you find the right Product/Market fit for each initiative. *Requirements:* • Improve your final 2 initiatives. • Define the use case: state your new hypothesis. • Conduct new experiments to validate, invalidate or refine those new hypotheses. • Refine your use case based on the learnings. • Create the MVP. • Start to build your final draft presentation. *Assignment for the next week:* • Consider various types of possible pivots. • Create the next versions of your business model canvas and ExO canvas for each initiative.

11. **(04.21.)**	**ASSEMBLE (INTERNAL LAUNCH)** Finalize the presentations of your ExO Initiatives for the Final Presentation. *Description:* You will present your ideas to your teacher in order to get final feedback to further develop the chosen ExO Initiatives. This week's task is to create a comprehensive presentation to show all the work that has been done across the course of the ExO Sprint. *Requirements:* • Narrow down the number of your initiatives to 2. • Refine your ExO Initiatives and their MVP's based on the received feedback. • Extend your ExO Initiatives with key milestones and budget. • Build stories around your initiatives. *Assignment for the next week:* • Create the final presentation: o Name of the team and the team members. o Summary of the key relevant external disruptive trends and that inspired the final initiatives and associated internal responses. o High level description of each initiative. o MTP. o Business Model. o ExO Canvas – explain how you will implement each initiative and how it will be a scalable solution. o ExO Attributes – for each attribute, include the WHY (why is this attribute important), HOW (how it will be implemented) and WHAT (implementation plan). o Experiments and lessons learned – summarize the key findings from the experiments and how you have improved the project throughout the course. o Exponential thinking/evolution (if needed) – describe the different strategic phases of each ExO Initiative. o Scaling phases: use an exponential curve to show how your initiatives will make a difference and have a global/significant impact. o Implementation Plan and Budget including the gained support of key stakeholders. o Next steps.

12. **(04.28.)**	**LAUNCH (Pre-pitch)** This is a wet-run when you will present your final 2 initiatives to an internal panel. *Description:* The wet-run is the final possibility for a safe failure. We will listen to the final presentations and you will be provided with some more useful feedback you can use to make minor modifications. Furthermore, we will discuss the next day's logistics, agenda and evaluation criteria. *Requirements:* Have your initiatives and presentations ready. The big day will arrive tomorrow. *Assignment for the next day:* • Keep calm and launch your initiative tomorrow.
13. **(05.05.)**	**FOLLOW UP, CLOSURE** Congratulations, you have made it! *Description:* You have not only created a set of valuable initiatives but you and your team has also gone through a personal transformation process. We will discuss the flow of the course, how you felt yourself, how the team dynamics has evolved over the past months and how you plan to proceed. *Final assignment:* • It is time to evaluate the course and provide feedback for your teacher. • Create testimonials (written or video) you want to share with the upcoming classes. • Join the global ExO movement at https://www.openexo.com/ – and start to transform the world for a better future.
Rational Including Aims:	This module is the practical implementation of the knowledge acquires until this point in the form of developing an entrepreneurial venture. Students will advance in their theoretical knowledge specifically in developing the business model around the initiative and will incorporate all knowledge elements acquired. Real life engagement with all the stakeholders of the project will be required that will develop skills necessary outside the
Learning Outcomes: Knowledge	On the completion of this course you should be able to: • identify business opportunities in a given socio-economic context, • recognize the necessary resources required for the pursue of the solution of the problem, • collect data and information on market conditions, • critically evaluate and identify the business opportunity in the competitive environment, • differentiate between ideas and implementable business opportunities, • explain and argue your solution.

Learning Outcomes: Skills	On the completion of this course you should be able to: • Appreciate context, engage others, and make thoughtful decisions while examining their consequences, • work in groups, play a role within the group, delegate tasks, resolve conflicts, • construct holistic argumentations for your solution, • rank options when making decisions, • synthetize information from multiple sources coming from the real-life environment of your project.
Teaching and Learning Strategies:	The lectures, readings, exercises and projects challenge you to think critically, appreciate context, engage others, and make thoughtful decisions while examining their consequences. From these, you will gain unique perspectives on how to combine imagination, intuition, reasoning and skills to derive creative solutions to practical business problems. You are also expected to contribute to the learning environment by engaging in intellectual discourse with the instructor and other students. Translated: read and prepare ahead, especially for projects where you apply what you've learned. Be "creative" in addressing individual and group assignments, but also critically assess and develop an appreciation for the dynamics involved in group attempts to "create". For group assignment you will have to formulate groups of 3-5 on the first week.
Assessment Scheme:	Finalized business plan documentation - 30% International Video Pitch Competition video - 20% Class engagement – 5% Validated ExO canvas – 15% Validated BMC – 15% Final pitch – 15%

Core learning material:	• Salim Ismail et al: Exponential Organizations: Why new organizations are ten times better, faster, and cheaper than yours (and what to do about it), Frost & Sullivan, 2014. • Salim Ismail et al: Exponential Transformation: Evolve Your Organization (and Change the World) With a 10-Week ExO Sprint, Wiley, 2019. • Peter Diamandis: The Future Is Faster Than You Think: How Converging Technologies Are Transforming Business, Industries, and Our Lives (Exponential Technology Series), Simon & Schuster, 2020. • Benjamin Edelman: How to launch your digital platform, HBR, 2016. • Charlie Brown_3 questions before adopting a platform business model, HBR, 2016. • Nathan Furr: Transitioning your company from a product to a platform, HBR, 2016. • When platforms attack, HBR. • Zhu Furr: Product to platform, Making the leap, HBR, 2016. • Brad Power: Building a software startup inside GE, HBR, 2015. • Derek Lodow: Ditch the start-up pitch, Dit, HBR, 2014. • Hathaway: Startup capital spreading across the US, HBR, 2015. • Hockberg, et al. Top 20 accelerators in the US, HBR, 2015. • Mullins: Use customer cash to finance your start up, HBR, 2013. • Mullins: VC funding can be bad for your startup, HBR, 2014. • Ulukaya: Growing a startup without outside investor, HBR, 2013. • Steve Blank: Why lean start up changed everything, HBR, 2013. • Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1 • Start Up Nation, Dan Senor and Saul Singer, 2011. • Lean Startup, Eric Ries, 2010. • Michael H. Moris: The Nuts & Bolts of Great Business Plans.
Further reading materials:	International Small Business Journal Journal of Business Venturing Journal of Small Business and Enterprise Development Entrepreneurship Theory and Practice Entrepreneurship and Regional Development Journal of Developmental Entrepreneurship Journal of Small Business Management International Journal of Entrepreneurial Behaviour and Research Small Business Economics Family Business Review

Policy on attendance and class engagement:	Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More “noise” does not equal higher score. Participation grades will be given on the following basis: 5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion 4 – Present, asking/answering questions, actively engaged 3 – Present, listening, but not sharing ideas 2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences 1 – Regular no-shows. Failure to give valid reasons for multiple no-shows. Please note that if you are in class but are not actively engaged nor share your ideas, your participation for that class is 3.
Policy on late arrival:	On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.
Academic misconduct:	All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies. Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior. Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs. A zero for that exam or project will be entered for the grade. Severe cases of academic dishonesty may include harsher penalties such as suspension. Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University’s Code of conduct states that all students should act with personal integrity, respect other students’ dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Code	M17VFA04E	ECTS Credit	6	HUN Credit	6
Term:	**3**		**Level:**	**6**	
Module Title:	**Strategic management**				
Module Leader:	Dr. Márta Somogyvári, PhD associate professor		**Office Hours:**		
Telephone:	+36-30 3547383		**E-mail:**	somogyvari.marta@ktk.pte.hu	
Short Description:	This course focuses on important current issues in strategic management. It will concentrate on modern analytical approaches with an emphasis on scenario analysis and system theory. The course is intended to provide the students with a holistic view and a pragmatic approach that will guide the formulation and implementation of corporate, business, and functional strategies in order to develop sustainable competitive advantage in a changing and challenging international business environment.				

Sessions (weeks): 14	
Schedule is tentative and subject to change.	
1.	Strategic risk management. Black Swans and grey rhinos.
2.	Business idea development, Pitch Your Project! The 4th Industry Revolution.
3.	External environment. Artificial Intelligence
4.	Scenario Analysis. Big Data.
5.	Industry analysis Blue Ocean Strategy. Automation and Robotics.
6.	Business Models. Automation.
7.	*Break*
8.	Corporate Level Strategies. Blockchain Technology
9.	Midterm. Semester Paper consultation
10.	Business Canvas. Disruptive innovation. Virtual reality.
11.	Circular Economy
12.	Business Wargame
13.	4IR in various industries (Health care, Construction, Education)

Rationale Including Aims:	This course aims to enable students to analyze and formulate business and corporate level strategy for existing and new companies in the age of the 4th industrial revolution. The course targets that students (among others) • understand the importance of strategy • apply important analytical methods that underlie business strategy • identify the competitive advantage of a company • understand new business models that transform how organizations create and harness value • work effectively as a team
Learning Outcomes: Knowledge	• Internal and external factors that shape the strategy of a company and/or whole industries • The strategy formulation and implementation process • Methods to describe the future strategic environment • Awareness fo 4th IR key technologies an business opportunities • Holistic view of a company as a value creating system with functional subsystems connected to society and environment
Learning Outcomes: **Skills**	• Analyzing complex ill-structured problems • Developing a system view of a company • Monitoring the environment • Strategic foresight and capability to communicate and visualize the challenge of possible futures • Formulating strategy for new player, creating new business models • Identifying strategic options for companies and industries
Teaching and Learning Strategies:	Students will have to engage in individual and team work as well. It is expected that students read for the classes ahead the selected papers, cases, and/or textbook chapters in order to participate in class discussion. Every team is expected to elaborate a strategy for a startup. The second part of the semester paper is an individual assignment; students have to analyze the possible impacts of the 4th industrial revolution on a chosen company. Every student is expected to give a presentation (or submit an essay) about the strategic failure of a company in his country.

Assessment Scheme:	Midterm– 25% Semester paper – 50% : Class engagement – 25% Bonus Points: 20 (Class engagement) N.B. 51% on each grading criterion has to be reached to qualify for a grade at the end of the course.
Further on Assessment:	**Midterm exam** requires that students analyze a business case and demonstrate their skills solving complex strategic challenges. It is an open book exam. **Semester paper** consists of two parts: Analyzing the strategy of an existing SME (individual work)(25%) Creating a strategy of a new company (teamwork) (25%) **Class engagement** will be assessed based on the contribution to class discussion and the presentation (or essay), and taking part in the business war-game. **Please consider that plagiarism will be checked and will not be tolerated!!!!**
Core Learning Materials:	**Witcher B. (2020): Absolute Essentials of Strategic Management. Routledge** Hill. et. al. (2008) Strategic Management Theory. Houghton Mifflin Company Boston New York +Readings and cases for every session
Supplementary Reading Materials	Heijden, K. (2005) Scenarios : The art of strategic conversation 2nd ed. John Wiley & Sons Ltd Hitt at al: The Blackwell Handbook of Strategic Management. eISBN: 9780631218616. Print publication date: 2006 Kim, W. Chan. (2005) Blue ocean strategy: how to create uncontested market space and make the competition irrelevant. Harvard Business School Publishing Corporation Lacy et al(2020): The Circular Economy Handbook. Palgrave

Code	M17VFB11E	ECTS Credit	6	HUN Credit	6
Term:	4		Level:	7	

Module Title:	E-COMMERCE		
Lecturer:	Katalin ATANAZOVNÉ HARTUNG, PhD	Office Hours:	B121 discuss prior via email
Telephone:	72/501-500/23145	E-mail:	hartungk@ktk.pte.hu
Short Description:	The course offers an overview of modern enterprise information systems, introduces patterns and solutions in e-Business and e-Commerce, relating mostly the business attitude towards using new ICT technologies. Lectures, articles and case studies help to understand basic ideas, theories and methodologies. Students work individually and also in teams to investigate real world cases and to create analytical reports on discussed facts.		

Sessions (weeks):	
1- feb 10	Introduction, course requirement. Introduction to E-commerce. *Laudon: chapter 1* *Home assignment 1*
2- feb 17	E-commerce infrastructure. *Laudon: chapter 2* *1Article: Bradbury D (2014): Unveiling the dark web. Network Security,04* *Case study 1+ Home assignment 2*
3- feb 24	Building an E-commerce presence *Laudon: chapter 3* *2Article: Zhou L et al (2018): Percieved information transparancy in B2C e-commerce: An empirical investigation. Information&Management 55, 912-927* *Case study 2+ Home assignment 3*
4- march 2	E-commerce security and payment systems *Laudon: chapter 4* *3Article: Barkatullah A H (2018): Does self-regualtion provide legal protection and security to e-commerce consumers? Eletronic Commerce Research and Applications 30, 94-101* *Case study 3+ Home assignment 4*
5- march 9	E-commerce business strategies *Laudon: chapter 5* *4Article: Brozowska A, Bubel D (2015): E-business as a new trend in the economy. Procedia Computer Science 65, 1095-1104* *Case study 4+ Home assignment 5*
6- march 23	E-commerce marketing and advertising *Laudon: chapter 6* *5Article: Hudák M, Kianickova E, Madlenak R (2017): The importance of e-mail marketing in e-commerce. Procedia Engineering 192, 342-347* *Case study 5+ Home assignment 6*
7- march 30	**Midterm exam**
8- apr 6	Social, mobile, and local marketing *Laudon: chapter 7* ~~*Guest lecturer: László Csóka on googleAds*~~ *Case study 6 + Home assignment 7*
9- apr 13	***Automn break: no class***
10- apr 20	Ethics, law, and e-commerce *Laudon: chapter 8* *6Article: Srinivas, Das, Cumar (2019): Government regulations in cyber security: Framework, standards and recommendations. Future Generation Computer Systems 92, 178-188.* *Case study 7 + Home assignment 8*

11- apr 27	Online media *Laudon: chapter 9* *7Article: Li C-Y, Ku Y-C (2018): The power of thumbs-up: Will e-commerce switch to sicial commerce? Information&Management 55, 340-357* *Case study 8+ Home assignment 9*
12- may 4	B2B E-commerce *Laudon: chapter 12* *8Article: Nisar T M, Prabhakar G (2017): What factors determine e-satisfaction and consumer spending in e-commerce retailing? Journal of Retailing and Consumer Services 39, 135-144* ~~*Guest lecturer Máté Knausz, head of marketing department of Tom Market*~~ *+ Home assignment 10*
~~13- may 4~~	~~Jack Ma keynote speech: E-commerce in China~~ ~~Q&A session~~

Aims:	e-Solutions are found everywhere as companies realize the need for preserving / enhancing competitiveness. Globalization progress and the worldwide economic crisis demonstrated the power of new ICT solutions in innovation, in inter-operability, in efficiency. Even public and non-profit sector starts using Web 2.0 and 4.0 solutions, mobile systems, etc. Business managers have to be aware of the real background of these "buzzword-techniques", usability, costs and benefits when creating new business strategies.
Learning Outcomes: **Knowledge**	On successful completion of this module, the student will be able to demonstrate 1. in-depth and critical knowledge of modern terms of corporate information systems; 2. in-depth and critical knowledge of strategic role of business decision support via ICT, the origin of inter-corporation e-technologies, the emerge of e-commerce: models, techniques from planning to sales and analysis; 3. in depth and critical knowledge of more terms of e-Commerce processes: eSCM, eHR, eCRM, sharing economy. Ideas and frames for creating eBusiness and eCommerce strategies; 4. synthesis of different concepts in eCommerce through case studies.
Learning Outcomes: **Skills**	On successful completion of this module, the student will be able to 1. collect, find and critically analyze relevant data, information, statistics of this business progress 2. critically analyze existing business models through online investigation. 3. create small reports on specific models and solutions based on real business case synthesizing theoretical material and ideas; 4. create small cost/benefit analyses to synthesize models in SME environment; 5. evaluate options for management action.
Teaching and Learning Strategies:	Students face short lectures with a textbook background. According to MSc level requirements, a large emphasis is put on reading analytic reports and discussing small classroom-cases. As we have a weekly labwork time, first individuals, then small teams can work on smaller problems (data collection, analysis, summary and presentation) and on creating a larger business availability report, using the learnt terms, models and processes. This module builds on the theoretical and methodological foundation provided by Information Systems, Strategic Management and Marketing.
Assessment Scheme:	Students are working in team with 2-4 members'. Scores are divided within the team. Teams work: first on "Classwork-type" short tasks in situ, then on larger "Projectwork" assignments. All lab classes have student pre-presentations by the teams on a given topic.

	Team Projectwork #1 (classroom case studies+home assignments /2% each/, max 20%) Team Projectwork #2 (team presentation of an article, 10%) Team Projectwork #3 (analysis of a selected company's online activity, 12%) Late assignments automatically attract a 40% penalty against your score, unless there are exceptional circumstances approved by the instructor. Midterm exam (18%). An unseen final, discussion-type written exam (40%, 2 hours long), based on textbook chapters (lectures), articles and on discussed business cases. Fail under 50,01%, Poor – 60,01%, Fair – 75,01%, Good – 88,01% Excellent - above. Absence is accepted up to 25% of the course.
Core Learning Materials:	Lauden, KC: E-commerce 2019. Business. Technology. Society. Pearson Education Limited, 2019. Lecture notes and hand-over case texts and articles.
Recom-mended	Martínez-López, F.J.: Handbook of Strategic e-Business Management. Springers, 2014. Laudon, KC – Laudon, JP: Management Information Systems, Prentice, 1997 F. Hoque: e-Enterprise. Business Models, Architecture, Cambridge Univ. Press 2000. Hartman – Sifonis: Net Ready: Strategies for Success in the E-Economy, McGraw-Hill, 2001

Code	M18VFB13E	ECTS Credit	7,5	HUN Credit	6
Term:	**4**		**Level:**	**7**	
Module Title:	**Tutorial: SME Development (Scaleup Development)**				
Module Leader:	**Dr. Zsolt Bedő, PhD, Habil.** Associate professor		**Office Hours:**	Appointment request via email	
Telephone:	+36-72/501-599-23436		**E-mail:**	bedo.zsolt@ktk.pte.hu	
Short Description:	The course focuses on the scale of stage of startup and mature organizations with "startup" projects. Activities during the course are building on the knowledge acquired and skills developed in the Startup development course in the spring semester of the program. The course is specially designed to equip students with the latest, state of the art knowledge via scientific results of the literature and its application throughout the semester. Students are expected to behave as self-dependent, proactive experts who will be sovereign practitioners in a half a year and prepare for open discussion during the weekly meeting. The group will focus on a practical problem that it solves during the semester with the active participation of all students in the cohort.				

Sessions (weeks): 14	
Schedule is tentative and subject to change.	
1. **(09.09.)**	Introduce of the course. Discussion on the central project problem: Scaling up university centered entrepreneurial ecosystems using online platform model facility.
2. **(09.16.)**	Can we distinguish between good and bad E/I ecosystems? Paper discussion: Stam, Spiegel, 2017: Entrepreneurial Ecosystems How to implement E ecosystem approach on entrepreneurial universities?
3. **(09.23.)**	How to measure E/I ecosystems? Paper discussion: Stangler, Bell-Masterson, 2015; Moor 1993. Discussion on the openup.pte.hu development
4. **(09.30.)**	Does the concept of E/I ecosystem make any sense? Paper discussion: Spigel 2017, Acs et al. 2017. Discussion on the openup.pte.hu development
5. **(10.07.)**	Are universities ready to scale up their E/I ecosystems? Paper discussion: Siegel, Wright, 2015. Discussion on the openup.pte.hu development
6. **(10.14.)**	Can campus function as the context of a UE? Paper discussion: Miller, Acs, 2017. Discussion on the openup.pte.hu development
7. **(10.21.)**	Fall break
8. **(10.28)**	Guest speaker on Scaleup development (TBA) Discussion on the openup.pte.hu development
9. **(11.04.)**	Scaling up ecosystems: does the literature offer any useful solution, action plan? Paper discussion: Isemberg et al. 2016. Discussion on the openup.pte.hu development
10. **(11.06.)**	Scientific conference on university centered entrepreneurship ecosystems (panel members will be disclosed later)

11. (11.11.)	Guest speaker on platform strategy and ecosystem development Matthias Walter (https://www.linkedin.com/in/waltermatthias/) CEO of Platform Innovation Lab. Discussion on the openup.pte.hu development
12. (11.18.)	Paper discussion: Lim et al. 2018. Discussion on the openup.pte.hu development
13. (11.25.)	Final discussion of the individual case studies on local E/I ecosystems.
14. (12.02.)	Final discussion of the individual case studies on local E/I ecosystems.
Rationale Including Aims:	Ecosystems or communities in regions and around companies are important than ever. Building ecosystems around the product for companies has become a core objective and for those that have succeeded in it, such a strategy has generated great advantage. Scaling up a company also means in many cases to boost the gravity and the vibrancy around its own ecosystem. While building ecosystems is an easily communicated strategy its execution is a challenging task. Students throughout the course will get acquainted with the concept of E/I ecosystems in the setting of many industries, including Higher Education. Students will also learn about the platform business model that enables the operationalization of the ecosystem strategy for any organization or region.
Learning Outcomes: Knowledge	Upon completion of this module the student will 1. Identify potential market opportunities for an early stage technology, 2. Apply screening and feasibility tools to effectively conduct a feasibility analysis to determine the worthiness of a potential new business idea, 3. Complete a business model canvas, 4. Utilize existing databases and other tools for conducting technology-based market research, market discovery, and customer development, 5. Prepare an analysis for an early stage technology through a lean model canvas.
Learning Outcomes: Skills	6. Organize a team of experts to assess the company, 7. Plan the evaluation process, 8. Apply the company evaluation, 9. Interpret results, 10. Argue for the suggestions made to the client.
Teaching and Learning Strategies:	Students will have to engage in individual and team work as well. It is expected that students read for the classes ahead the selected papers and/or textbook chapters in order to participate in class discussion. Every team is expected to work on/for an sme.
Assessment Scheme:	Contribution to class discussion (individual) – 5% Case study (individual) – 40% (15% - presentation, 25% - documentation) openup.pte.hu project (group) – 40% (based on the impact measured) Weekly article discussion (group) – 15% (10% - uploaded slide deck, 5% - discussion)
Further on Assessment:	Students as independent learners and proactive actors are learning through reading the most current literature on the role of ecosystems in the life of different economic actors and at the same time work in practice on the scaling up of the ecosystem of the University of Pecs, specifically on its online platform. Students beside the independent knowledge acquisition and application needs to discover and analyze ecosystem in their home country let them be the ecosystems of a Higher Education Institution, a region or a particular company. Assessing local ecosystems and discussing the different trajectories will highlight the role of culture and the diversity of the institutional setting in the life of different ecosystems.

	• The case study should not be longer than 10 standard pages of introduction of a local ecosystem. • openup.pte.hu project is an action learning project conducted by groups of students on the innovation platform of the University of Pecs. Objectives of the groups will be discussed in the beginning of the semester. Documentation of this element will be the actions taken by the group to boost gravity and vibrancy in the ecosystem. • Article discussion will be conducted on a daily base with a central theme that will be announced in advance. Discussion should center around the theme with the application of the knowledge acquired via the article and should not be the descriptive presentation of the article.
Core Learning Materials:	• Scientific articles distributed via Neptun. Recommended reading materials: • Fetters, M. L. et al. 2010, The Development of University-Based Entrepreneurship Ecosystems. • Evens, Schmalensee, 2016, Matchmakers Application toolkit for platform business models: • https://www.linkedin.com/company/platforminnovationkit/
Policy on attendance and class engagement:	Class participation is the key to learning. Students are expected to attend at least 75% of classes and contribute to the class discussions. Please note that the quality of what you contribute (it can be a thoughtful question, some astute analysis, and/or some other meaningful contribution) will count far more than the quantity of your remarks. More “noise” does not equal higher score. Participation grades will be given on the following basis: 5 – Present, asking/answering questions, adding quality to the discussion, contribute to the direction of the discussion 4 – Present, asking/answering questions, actively engaged 3 – Present, listening, but not sharing ideas 2 – Minimal engagement (not paying attention to the class, reading or sleeping in class). Unexcused or unnecessary absences 1 – Regular no-shows. Failure to give valid reasons for multiple no-shows. Please note that if you are in class but are not actively engaged nor share your ideas, your participation for that class is 3.
Policy on late arrival:	On time arrival ensures that classes are able to start and finish at the scheduled time. On time arrival shows respect for both fellow students and faculty and it enhances learning by reducing avoidable distractions. Arriving 10 minutes after the start of the class is not allowed as it will disturb in class work.
Academic misconduct:	All Students are expected to be honest in their academic work and to display integrity in the demonstration of their achieved competencies. Cheating, which is the willful decision on the part of a student to be dishonest in the representation of his/her work, is unacceptable behavior. Any academic dishonesty will be reported to the Program leader and will be assessed and acted upon following Rules and Regulations of the University of Pecs. A zero for that exam or project will be entered for the grade. Severe cases of academic dishonesty may include harsher penalties such as suspension. Academic Integrity Definition and Expectations: Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner.

	Academic integrity is a basic guiding principle for all academic activity at University of Pecs, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

Code	M17VFC07E	ECTS Credit	3	HUN Credit	
Module Title:	**STRATEGIC HUMAN RESOURCES DEVELOPMENT** (Faculty of Business & Economics - EDE) **HUMAN RESOURCES MANAGEMENT** (Faculty of Humanities - HRC)				
Module Leader:	Dr. Zsófia Ásványi, PhD Assistant Professor	**Office Hours:**	Thursdays 13.00-14.00		
Telephone:		**E-mail:**	asvanyizs@ktk.pte.hu		
Short Description:	Strategic Human Resources Development (SHRD) is one of the most important tool within the wide range of strategic human resources management functions of the organization to achieve its mission and strategic goals on the long run. SHRD should be viewed and treated therefore not merely as an administrative, but as a strategic function. Beyond the first, more theoretical discussions of the module, in the second part students are working on real-life business/HR challenges of Honsa Ltd. After understanding basic project requirements, groups of students are delivering strategic advice to Honsa Ltd in a form of a final presentation.				
Sessions (weeks): 13					
Schedule is tentative and subject to change.					
Sept. 9.	Intro				
Sept. 16.	**Key Issues in Strategic Human Resources Management** Webinar Related tasks & discussion				
Sept. 23.	**Recruitment & its relations to HRD** Webinar Related tasks & discussion				
Sept. 30.	Students' Lab Students' presentation 1 & discussion: Employer branding Students' presentation 2 & discussion: Recruiting GenY employees				
Oct. 7.	**Selection and on-boarding & its relations to HRD** Webinar Related tasks & discussion				
Oct. 14.	Students' Lab Students' presentation 3 & discussion: Expat selection Students' presentation 4 & discussion: On-boarding best practices				
Oct. 21.	**Downsizing & its relations to HRD** Webinar Related tasks & discussion				
Oct 28.	*Fall break*				
Nov 4.	Students' Lab Students' presentation 5 & discussion: Outplacement best practices				
Nov. 11.	**Performance management & its relations to HRD** Webinar Related tasks & discussion				
Nov. 18.	Students' Lab Students' presentation 6 & discussion: Multisource appraisal				
Nov. 25.	**HRD** Webinar Related tasks & discussion				
Dec. 2.	Students' Lab Students' presentation 7 & discussion: Trainee programs as effective recruitment tools				

Rationale Including Aims:	• To make students understand the rationale of strategic HRM &HRD • To show national and international best practices related to the topic • To introduce how HRD may support business operations and employee motivation • To work with others within a team and offer strategic advice on business challenges.
LearningOutcomes: Knowledge	• **Discuss** the importance of strategic HRM in organizations • **Recognize** the difference between theory and practice of SHRD • **Describe** the HRM functions that support effective operation • **Demonstrate** the importance of employee motivation • **Prepare** professional group presentations in line with business strategy
Learning Outcomes: Skills	• **Analyze** possible HRM tools in favor of business situations • **Articulate** possible HRM solutions to business challenges • **Identify** and **assess** flexible HRM solutions. • **Use** best practices as an entrepreneur.
Teaching and Learning Strategies:	In case of each HRM topic we will follow the next course methodology to achieve the desired objectives: • Brief presentation of the lecturer on the specific topic (webinar) • In-class discussion, group work • Presentation of students & Q&A session (Students' lab)
Assessment Scheme:	Assessment is based on three performance criteria: 1. Final test: 60% (short essay questions) 2. Group presentations: 40% Students' Presentations in groups about 1 chosen topic. Content requirements of presentations are discussed on the 1st consultation! • Time frame: 25-30 minutes! Time limit must be kept! • Presentations without references are not accepted! • Presentations must keep up the audience's attention, must be professional, creative and informative!
Further on Assessment:	None
Core Learning Materials:	• Dessler G: Human Resource Management, 14th Ed. Pearson, 2015. • Dowling P. J. - Festing M. – Engle A.D. Sr.: International Human Resource Management, 7th Ed. Cengage Learning EMEA, 2019.

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	Remark (non-compulsory)
Course content *							
Information of syllabus and requirements							
Comprehensibility of teaching material							
Accessibility of teaching material							
Matching of teaching material and syllabus							
Structure of classes							
Active student participation was possible in the classes							
Classes assisted the successful acquisition of the teaching material							
In-semester activity expected from the students assisted the acquisition of the teaching material							
Manageability of in-semester workload expected from the students							
Helpfulness of feedbacks given							

to work by students							
How interesting was the course?							
On the whole, how much were you satisfied with the course?							

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

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

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

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

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

	1	2	3	4	5	I do not know / I do not want to answer	Remark (non-compulsory)
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

Candidate's name:

Title of Thesis:

Examiner's name:

Criteria for Evaluation	**Scale of points**	**Points given**
1. Topic quality	**0-12 points**	
a. No real business issue addressed	0 point	-
b. Topic only marginally relevant, aims and objectives not addressed at all	1-4 points	-
c. Relevant topic but not addressed properly	5-8 points	-
d. Relevant topic, aims and objectives addressed properly	9-12 points	-
2. Literature survey: demonstration of theoretical knowledge	**0-8 points**	
a. No theoretical basis, no literature survey	0 point	-
b. Weak theoretical basis, relevant literature missing	1-3 points	-
c. Good theoretical basis but relevant literature missing	4-5 points	-
d. Excellent theoretical basis, relevant up-to-date literature survey	6-8 points	-
3. Use and description of research methods	**0-8 points**	
a. No description at all	0 point	-
b. Poor description, not adequately supported	1-3 points	-
c. Good description, only partially supported	4-6 points	-
d. Clear description, well supported	7-8 points	-
4. Description of sources of data, method of collection, analysis	**0-12 points**	
a. Description missing, no proper analysis	0 point	-
b. Thesis based only on secondary data, data only partially analysed	1-4 points	-
c. Use of both primary and secondary research, but data collection not well organised and/or only partially analysed	5-8 points	-
d. Clear description of all sources, well organised data collection, proper in-depth analysis	9-12 points	-
5. Presentation and discussion of research findings and implementation plan	**0-18 points**	
a. Poor presentation and discussion, no managerial relevance and/or recommended implementation plan	0 point	-
b. Some evidence of presentation or discussion skills but evaluation lacks depth, some managerial relevance and/or implementation plan	1-6 points	-
c. Good presentation and discussion , managerial relevance and implementation plan offered but some points missing	7-12 points	-
d. High level of presentation and discussion, clear managerial relevance, detailed and well-grounded implementation plan	13-18 points	-

6. Structure of thesis	**0-12 points**	
a. Unclear and weak structure	0 point	-
b. Some parts clear but thesis lacks overall coherency	1-4 points	-
c. Adequate structure but some parts not coherent	5-8 points	-
d. Clear and coherent throughout	9-12 points	-
7. Quality and style of writing	**0-10 points**	
a. Poor use of English, frequent grammatical mistakes, inadequate grasp of style	0 point	-
b. Generally correct use of vocabulary but clumsy wording, several grammatical mistakes; reasonable grasp of style	1-3 points	-
c. Mostly accurate English, correct choice of vocabulary, good awareness of style	4-6 points	-
d. Excellent command of English, correct use of register and vocabulary	7-10 points	-
8. Format, citation and referencing, bibliography and appendix / appendices	**0-10 points**	
a. One or all of the following missing: citations and references in the text, bibliography: ***thesis has to be rejected with grade 1**	***0**	**-**
b. Bibliography present but not all references indicated in it; appendix / appendices inappropriate or even inadequate	1-4 points	-
c. Bibliography present, includes all references but appendix / appendices not clear or even partially inaccurate	5-8 points	-
d. All references in the text appear in the bibliography, well-structured and well-presented appendix / appendices	9-10 points	-
9. Overall opinion	**0-10 points**	
Please indicate your overall opinion of thesis on a 10-point scale, where 10 means 'excellent' and 1 means 'very poor'.		-
Total points	**0-100 points**	

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

Remarks (if any):

Questions for oral defence of thesis:

1.

2.

Pécs,……..

Examiner's signature

APPENDIX 4

MIDDLESEX DEGREE SAMPLE

Middlesex University

in collaboration with
University of Pécs

has been awarded the degree of

Master of Science

with

Distinction

in

Applied Management

31 January 2014

A transcript of the full programme of study is issued to every graduate

Colin Davis
Academic Registrar

Michael Driscoll
Vice-Chancellor

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