



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

Student Program Handbook

2018/19

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

Program Leader: *Zsófia Ásványi*

Program Director: Zsuzsanna Kispál-Vitai

Student Affairs Officer: *Gabriella Kohlmann*

Student Name:

Information in alternative formats

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

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

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email or supplied on a CD or memory stick
- printed copy on non-white paper
- printed copy with enlarged type

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

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

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

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

Legal changes may affect content!

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

Purpose and status of your student handbook

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

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

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

https://pte.hu/sites/pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/5mell-tvsz20180101.pdf

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

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Academic Calendar

ACADEMIC CALENDAR FOR MSCAM & MSCEDE PROGRAMME

2018/2019 FALL SEMESTER

Date	Place	Event
21 August – 3 September	Neptun University Registry System	Enrollment/Registration period (first year students have to register 2 nd , 3 rd , 4 th year should set their status as active)
27 August – 8 September*	Neptun University Registry System	Course registration*(compulsory for ALL students)
3 September		First day of teaching
17 August 1 st installment 15 October 2 nd installment 15 November 3 rd installment		Tuition fee payment deadline
22 September		Deadline for postponing studies (set status as passive) by request
22 September		Deadline for credit accreditation request
15 October		Registration fee payment deadline (it may concern only the MSc EDE students)
18 October	Room will be determined later	Board of Studies Meeting
24 October – 28 October		Fall break /Pre-Exam period for completing exam courses
19 November (+ one week for 1000 HUF/day delay fee)		Deadline for (re)submitting the dissertation
19 November		Neptun exam application starting date
7 December		End of the fall semester – last day of teaching
10-15 December and 2 – 19 January 2019	Exam dates will be announced by the 12 November the latest	Exam period
24-26 January 2019	Rooms and exact dates will be determined later	Dissertation defence period for the MSc 2 nd year students

*After the 8th 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.

Introduction to the University of Pécs

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

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

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

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

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

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

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

The University of Pécs Regulations

The program abides by The University of Pécs regulations those are at: https://pte.hu/hallgatoi_szabalyzatok_nyomtatvanyok and: https://pte.hu/sites/pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/7bmell-felveteli20171214.doc.pdf

Appeals and Academic Misconduct

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

https://pte.hu/sites/pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/5mell-tvsz20170928.pdf

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

Quality Assurance

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



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

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

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

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

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

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

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

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

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

Zoltán Schepp

Dean



Program Leader's welcome

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

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

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

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

Zsófia Ásványi,
Program Leader

Program staff list and contact details

Program Leader

Dr. Zsófia Ásványi

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The University of Pécs, Faculty of Business and Economics

Program Director Dr. Zsuzsanna Kispál-Vitai

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Rákóczi street 80.

7622 - Pécs

Telephone: 36-72-501-599/23198

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Email: vitai@ktk.pte.hu

Teaching staff

Module Title	Lecturer(s) in Charge	Phone number	E-mail
Core Module A		Extension	
Applied Statistics and Econometrics	G. Kőrösi	23131	korosig@ktk.pte.hu
Economics	T. Sebestyén	23150	sebestyent@ktk.pte.hu
Business Intelligence	F. Kruzslicz	23113	kruzslicz@ktk.pte.hu
Applied Venture Valuation	A. Takács	23277	takacsandras@ktk.pte.hu
Global Marketing (sessions)	B. Lányi	23196	lanyi@ktk.pte.hu
Core Management Module B 1			
Project Management	Á. Jarjabka	23368	akos@ktk.pte.hu
Production and Process Management	J. Vörös, Zs. Hauck	23138 23153	voros@ktk.pte.hu hauckzs@ktk.pte.hu
Strategic Management	M. Somogyvári R. Schmuck	23384 23369	somogyv@ktk.pte.hu roland@ktk.pte.hu
Leadership and International Business	Zs. Kispál-Vitai	23198	vitai@ktk.pte.hu
Change Management	Zs. Nemeskéri R. Schmuck	23254 23369	nemeskeri.zsolt@ktk.pte.hu roland@ktk.pte.hu

Compulsory electives Management Module B2			
Intercultural Business Communication	A. Márta	23190	anette@ktk.pte.hu
Knowledge Management	G. Balogh P. Fodor	23275	baloghg@ktk.pte.hu fodorp@ktk.pte.hu
Strategic Human Resource Management	Zs. Ásványi	23254	asvanyizs@ktk.pte.hu
Advanced Organizational Behavior	Zs. Kispál-Vitai	23198	vitai@ktk.pte.hu
Quality Management	T. Kiss R. Schmuck	23265 23369	kisst@ktk.pte.hu roland@ktk.pte.hu
Business Consulting	R. Schmuck	23369	roland@ktk.pte.hu
Option Sets Module C			
Finance Cases	V. Csapi	23126	csapiv@ktk.pte.hu
Advanced Marketing Research	K. Szűcs	23115	szucsk@ktk.pte.hu
Social Entrepreneurship	K. Erdős	23134	erdosk@ktk.pte.hu
Technology Commercialization	S. Danka	23142	danka.sandor@ktk.pte.hu
Energy Management	M. Somogyvári	23384	somogyv@ktk.pte.hu
Thesis consultation Module D			
Thesis development	Supervisor		

Technicians

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

Administration staff

Field of responsibility	Name	Extension	Location	E-mail
Program Leader	Zsófia Ásványi	23114	B223	asvanyizs@ktk.pte.hu
Program Administrator (Student Affairs Officer)	Gabriella Kohlmann	23372	B135	kohlmanng@ktk.pte.hu

Communication Channels

Student website

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

E-mail

Students will be often approached via email due to study and administrative matters. Consequently they are required to make sure that their email address provided in the NEPTUN Electronic Administration System is always up to date and also operates.

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 Electronic Administration System and Intranet (Meet Street)

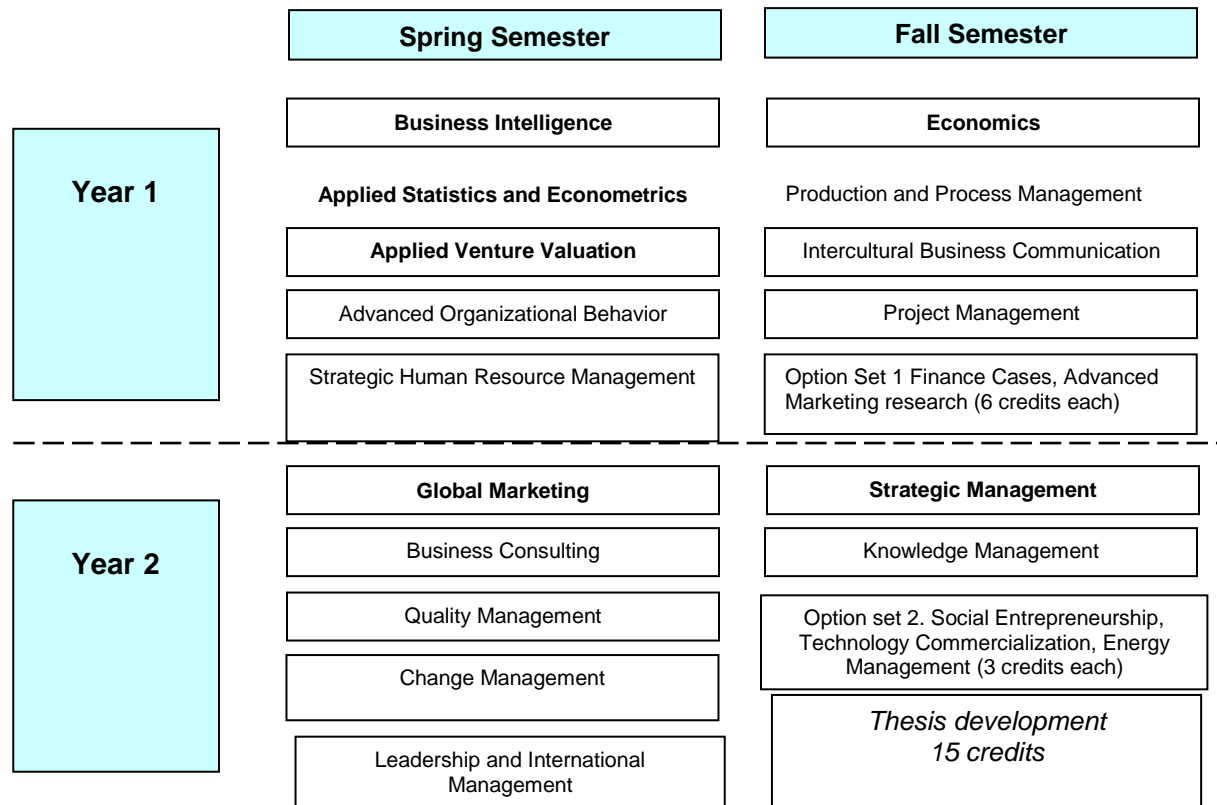
At the beginning of each semester it is your responsibility to set your status in the NEPTUN as active and to sign up for your courses in the course registration period. Furthermore, in the exam period you have to sign up for each examination date otherwise you won't be allowed to participate in the examination. NEPTUN is available from the Faculty's website: <http://ktk.pte.hu/>.

Meet Street is the unified intranet of The University of Pécs and has a double function. It is for announcing news and also for making the learning material available for students. Meet Street is available from the Faculty's website and it is advisable to be visited on a regular basis in order to learn every important information.

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 Program

Program structure diagram



Note:

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

Your Timetable

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

<http://ktk.pte.hu/hallgatok/orarendek>

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

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

Your learning resources

Library

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

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

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

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

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

Joining the Library

Students are asked to complete an enrolment form to join the Library. The Library Card entitles all students to use any of the library services.

Reservations and Interlibrary Loans

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

The Collection of Documents of the European Union

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

IT facilities

The Faculty has two computer rooms with 88 computers for teaching purposes and further 8 computers for student usage.

Learner Development

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

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

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

Attendance requirements

1. Students are required to attend all scheduled classes and prescribed activities for the Program on which they are enrolled.
2. Maximum rate of absence in case of every module is 25%. Student with higher rate of absence will not be allowed to take part on the final examination.
3. Students must make themselves available at all times to attend for viva voce examinations at times when, given the structure of the course they are taking, they may reasonably be expected to be available
4. Students must notify their academic tutor or other tutor in advance if they cannot attend any compulsory class, lecture etc. The academic tutor has the discretion to decide how the student should compensate for work not done in the classroom if it is needed.
5. They must inform the tutor of any illness which is affecting their attendance and supply a medical certificate if they are absent for more than one week.
6. Students must notify the Program or Faculty Office in writing if they are withdrawing from a course.
7. Any period of absence over 28 days for whatever reason shall be reported to the Program.
8. All withdrawals, including those where students have failed to reply to letters for a period of two months should be notified immediately to the Dean of the Faculty on the appropriate form. Refund of fees, where applicable, will be at the discretion of the Dean as specified in the Financial Regulations of the Faculty of Business and Economics of the University of Pécs.
9. Where a student withdraws before the end of a given semester the last day of attendance should be noted as the last date of recorded attendance, if known. Otherwise it should be given as the date on the letter from the Program Leader requesting an explanation of absence. Where a student withdraws at the end of a given semester the date should be noted as the last day of that semester.

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

Program planning

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

Health and Safety requirements

Students are expected to behave according to general Faculty regulations and not endanger their own or anybody else's health and safety. Students are liable for any damage that is caused by them to anyone else on the premises.

How to help enhance your Program

How you can feed back to us

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

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

Boards of Study

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

The membership of a Board of Study includes:

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

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

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

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

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

Minutes are recorded of the discussion and decisions of each Board meeting and these are circulated to members with outcomes via email. The minutes are included with the Program Quality Monitoring Report which is considered by the Faculty of Business and Economics of the University of Pécs. The points raised at

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

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

Meeting Dates

Generally 6th week of each semester

Student Surveys

Module feedback forms are distributed to you throughout the academic year. The aim of this feedback process is to elicit your views on the quality of all the modules you have taken, and your experience of being a student on your Program of study.

Module forms examine each module in some detail. Program questionnaires invite comment on your Program in general - these may be given only occasionally.

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

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

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

How we consider your feedback

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

Employability

Employability is the level of compliance to labor market needs of the graduating students that includes knowledge and skills. These sets of knowledge and skills enable students to enhance their labor market value. The curriculum structure is designed to enable students to develop these necessary sets of knowledge and skills.

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

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

Employability and your Program

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

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

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

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

Personal Development Planning (PDP)

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

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

Students can seek support in PDP at the “Tehetségpont” office and can also seek support via the Program Manager. The Program Manager will counsel you about the nature of your need and will aid you in finding a suitable solution.

Career Advice

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

Learning, teaching and assessment

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

Learning and teaching methods

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

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

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

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as formative or summative. **Formative assessment** is developmental in nature and is designed to give feedback to students on their performance and how it can be improved therefore you will not receive a grade for formative assessment. Formative assessment is an important part of the learning process and has been shown to contribute to enhancement of learning and raising of standards.

Summative assessment is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. The summative component of an assessment task is designed to measure achievement of a learning outcome. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve **self, peer or group approaches**. For example, you may be asked to self-assess your own work indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. **Group assessment** may also be part of your Program. This part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Please see the module narratives in this handbook for more detail about on the assessment for each module, appendix 1.

Submission, receipt, marking and return of assessment

Submission and receipt of coursework

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

Exams

Final examinations are held only in the exam periods – December- January, and May-June. The dates of the exams are determined by the Study Department which announces them one month before date of the first exam. The dates of the Midterm examinations are determined by the module leaders and can be read in the module unit narratives. In some modules you might be required to do more than one exam, these serve as a practice for assessments for the final exam, or serve as a way of checking your progress in the module.

Marking

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

Return of coursework

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

Assessment Feedback

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

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

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

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

https://pte.hu/sites/pte.hu/files/files/Adminisztracio/Szabalyzatok_utasitasok/PTE_SZMSZ/5mell-tvsz20180101.pdf

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

Progressing on your Program

Your grades

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

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

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

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

Program regulations for progression on award

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

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

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

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

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

Your results

At the end of each academic year, your results will be considered and confirmed by an Assessment Board. Once the Assessment Board has met you will be able to view your results and progression status in the official board scripts at the Study Department.

Certificates

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

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

Diploma supplement

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

Deferral of assessment

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

Extenuating Circumstances

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

Re-assessment

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

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

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

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

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

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

Thesis

The overall objective of the Thesis is to reinforce the student's learning experience, by requiring that experience be brought to bear upon a real-life business problem. The range of problems that may be addressed is extensive. The Thesis Research module is designed to give an insight into the problems businesses face and to provide students with the necessary tools to resolve these problems. The Thesis Research module is an independent module in which students work towards their Thesis.

Thesis topic and supervisor selection and the process of Thesis submission

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

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

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

Thesis evaluation

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

Policy of failure

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

Final Examination – Thesis Defence

The Final Examination consists of the oral defence of the Thesis. Moreover, students must prove their general knowledge and preparation in the topic(s) associated with the Thesis.

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

Assessment Boards and Results

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

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

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

Academic Misconduct

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

Taking unfair advantage over other authors, students or oneself in this way is considered The University of Pécs, Faculty of Business and Economics, to be a serious offence. The University of Pécs, Faculty of Business and Economics, will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, all information are acknowledged through the use of quotation marks, references and bibliographies. Information on the correct

way of acknowledging work from other sources is available from <http://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 Program Leader.

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

Appeals

Students are able to appeal against assessment board decisions and the outcome of academic misconduct cases. The University of Pécs Regulations for Appeals apply to the Master of Science Applied Management and these are available on line at: <http://ktk.pte.hu/hallgatok/szabalyzatok-letoltesek>

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

Support

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

Academic support

Academic staff

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

Program Leader and Program Director

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

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

Support services at the University of Pécs

Study Department

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

Disability Support Service

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

Financial issues

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

International Student Support

International students can ask for support in the:

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

Student Union membership

For information on the University of Pécs, Faculty of Business and Economics Student Union visit the website: <http://ktk.pte.hu/hot/rolunk>

Program specification for the Master of Science Applied Management Program

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

9. Criteria for admission to the Program

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

- (Hons) in Business Studies or related fields.

The specific requirements are:

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

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

10. Aims of the Program

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

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

The Program aims to:

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

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

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

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



APPENDIX 1

Syllabi

Code	M17VZA01E	ECTS Credit	7,5	HUN Credit	6
Module Title:	APPLIED STATISTICS AND ECONOMETRICS				
Module Leader:	Gábor Körösi, Professor		Sessions	Mixed lectures and computer exercises.	
Telephone:			E-mail:	korosig@tkk.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): 2*7					
	Economic models, data, statistical model. Revision: probability, data description, statistical inference, correlation and linear regression.				
	Linear regression: single and multiple regressors, estimation, inference, model diagnostics.				
	Further issues in linear regression. Linearization. Endogenous regressors.				
	Non-linear regressions. Binary dependent variables.				
	Time series modelling: stationarity, dynamics, forecasting.				
	Working with non-stationary time series.				
	Panel data. (Quasi) experiments. Modelling strategies.				
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 is not part of the course, but basic knowledge of calculus, linear algebra and probability is necessary.				
Assessment Scheme:	Two home assignments, 15% each Final examination, 70%				



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Core Learning Materials:	Stock and Watson: Introduction to Econometrics, Addison-Wesley, 2007 or 2014 (2nd or 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



Code	M17VZA03E	ECTS Credit	7,5	HUN Credit	6
Module Title:	ECONOMICS				
Module Leader:	Dr. Tamás Sebestyén PhD Assistant professor		Sessions	published at the beginning of each semester	
Telephone:	+36-72-501-599/23150		E-mail:	sebestyent@tk.pte.hu	
Short Description:	The aim of the module is to provide the students with intermediate knowledge on micro- and macroeconomic issues. The course builds on and develops further introductory knowledge on market mechanisms, consumer choice and macroeconomic principles. Upon completing the course, students get familiar with tools of analysing the behaviour of economic agents, markets and the economy as a whole. While the subject is based on standard intermediate knowledge in micro- and macroeconomics, it provides reference to new developments and encourages a critical approach to these tools and methods of economic analysis.				
Sessions (weeks):					
1.	Rational choice, marginal analysis				
2.	Consumer and producer choices – utility and profit maximization				
3.	Market equilibrium, production possibilities and Pareto-efficiency				
4.	Uncertainty				
5.	Market structure and game theory				
6.	Asymmetric information				
7.	Midterm exam				
8.	Macroeconomics and macroeconomic data				
9.	The long run: economic growth				
10.	A dynamic macroeconomic model I.				
11.	A dynamic macroeconomic model II.				
12.	Macroeconomic policy				
13.	Behavioral macroeconomics				
Rationale Including Aims:	The aim of the module is to provide the students with intermediate knowledge on micro- and macroeconomic issues.				
Learning Outcomes: Knowledge	On completion of this module the successful student will know: <ul style="list-style-type: none">• Basic models of optimal consumer and producer choices• The ways rational choices and price mechanism yield optimal allocation• How uncertainty and asymmetric information affects market mechanisms• Main drivers of economic growth• The main causes of economic fluctuations• How fiscal and monetary policy affects macroeconomic phenomena				



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Learning Outcomes: Skills	<p>This module will call for the successful student to:</p> <ul style="list-style-type: none">• effectively use model-based thinking in relation to micro- and macroeconomic problems• develop methods to rationally evaluate decision alternatives• provide macroeconomic outlook for business decision support• critically evaluate the potential effects of fiscal and monetary interventions
Teaching and Learning Strategies:	<p>The joint application of theoretical and practical teaching methods enables students to understand the main economic forces.</p> <p>Lectures are focused on understanding the model-based thinking in micro- and macroeconomics</p> <p>Practice sessions provide the students with skills in handling practical problems like business decision making, macroeconomic policies and data interpretation.</p> <p>Groupwork in the practice sessions contribute to skills in task-sharing and cooperation while individual home assignments require students to deepen their knowledge in several aspects of the learning material.</p>
Assessment Scheme:	<p>Semester work (60%):</p> <ul style="list-style-type: none">• Classwork (groupwork+presentations)• Midterm exam• Home assignments <p>Final Exam (40%):</p> <ul style="list-style-type: none">• Theoretical questions• Case study
Core Learning Materials:	<ul style="list-style-type: none">• Hal. R. Varian: Intermediate Microeconomics. W.W.Norton &Company, 2014• N.G. Mankiw: Macroeconomics. Palgrave Higher Education, 2016
Optional Learning Material:	<ul style="list-style-type: none">• S.D. Williamson: Macroeconomics. Pearson Higher Ed, 2017• P. De Greuwe: Behavioral Macroeconomics, Princeton University Press, 2012• P. Krugman, R. Wells, Kathryn G.: Economics, Worth Publishers, 2008



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Code	M17VZA05E	ECTS Credit	7,5	HUN Credit	6
Module Title:	BUSINESS INTELLIGENCE				
Module Leader:	Dr. Ferenc Kruzslicz, PhD.		published at the beginning of each semester		
Telephone:	+36-72/501-599, 23113		kruzslic@tkk.pte.hu		
Short Description:	Business Intelligence generally is about how decision making processes can be improved through various interaction with data. The course focuses on data analytics application of internal and external enterprise data sources. The course structure follows the steps of the industrial standard CRISP-DM methodology. After a concise introduction to the data warehouse and the multidimensional data model, the typical data mining task are detailed. The semester is dedicated to predictive modeling tools, followed by frequently used descriptive models. These issues are illustrated by real world examples with special emphasis given to Machine Learning. Related case studies are discussed and solved by recent data mining softwares as hands-on experimentation with algorithms.				
14 (7th week is break) <i>Schedule is tentative and subject to change.</i>					
1.	Before class RA: Chapter 1 Introduction (Datawarehouse technologies, Data Analytics methodologies)				
2.	Before class RA: Chapter 2 Data (Data types, Quality metrics, Data preprocessing, Data linking)				
3.	Before class RA: Chapter 3 Exploring Data (Aggregation, Visualization, Missing values, OLAP operations)				
4.	Before class RA: Appendices A & B Attribute selection (Dimension reduction, Attribute weighting, Dependencies)				
5.	Before class RA: Chapter 4, Appendix C Classification I. (Definition, Decision trees, Overfitting, Performance metrics, Ensemble methods)				
6.	Before class RA: Chapter 5, Appendix E Classification II. (Rules based, Nearest-Neighbor, Bayesian, Neural Network, SVM methods)				
7.	Break No class this week				
8.	Midterm test 1 Predict: Explore, Preprocess, Classify				



9.	Before class RA: 1st part of Chapter 6 Association analysis I. (Frequent itemset, Association rule generation, Apriori and FP-Growth methods)
10.	Before class RA: 2nd part of Chapter 6 and 1st part of Chapter 7 Association analysis II. (Pattern evaluation metrics, Non-traditional association rules, Infrequent patterns)
11.	Before class RA: Chapter 8, Appendix D Segmentation I. (Prototype, Hierarchical and Density based clustering methods)
12.	Before class RA: Chapter 9 Segmentation II. (Fuzzy, Grid based, Graph based clustering methods, Model evaluation)
13.	Before class RA: Chapter 10 Anomaly detection (Statistical, Proximity, Density based methods, Predictability)
	Midterm test 2 <i>Describe: Associate, Cluster, Detect</i>
Rationale Including Aims:	Achieving the course students will recognize data analytics aspects and requirements of business intelligence problems. They will be able to actively manage and efficiently participate in data mining projects. Additionally to understanding of popular data mining techniques students have knowledge to identify advantages and limitations of these tools. Based on their solid practical skills using data mining softwares students can perform powerful data analysis, or build and implement automated applications.
Learning Outcomes: Knowledge	Differentiate traditional and data mining tasks. Recognize data warehouse and data mining functionalities. Able to follow knowledge discovery methodologies. Describe data mining primitives, languages, and system architectures Define current state and requirements in data mining research. Sense on security and social issues of data mining. Understand the foundation of machine learning and its various learning strategies.
Learning Outcomes: Skills	Apply data preprocessing techniques to improve data quality. Use data mining software and understand its process flow. Able to scale the known techniques on large databases. Perform standard analytics (classification, rule generation, anomaly detection). Match business problems to appropriate analytic tasks.
Teaching and Learning Strategies:	Theoretical foundations strictly follow the text book. Reading assessments are short quizzes used for measuring the preparation level. Presentations and other supplementary course materials are provided. In class the selected topic is discussed and small scale illustrative examples and exercises are solved. The corresponding computer lab exercises are simulated data mining projects of different fields and real data sets. Students have to read the case study and do the basic data exploratory steps in advance, and group work is allowed. Along with the course progresses less detailed instructions are given and the data analytic goals are getting more ambiguous. Midterm exams based on similar exam cases, where students have to understand and build a working model on computer, evaluate it, and interpret the results.



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Assessment Scheme:	Reading Assessment: 20% Midterm test 1: 15% Midterm test 2: 15% Final exam: 50% Reading Assessment (RA): Each quiz is based on the weekly topic and available online. It contains 5 questions about the book chapter and 5 questions about the scheduled case study. Midterm tests: A practice focused exam case must be solved using the computer. Any kind of additional resources are allowed to use, except communication. 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:	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
Optional Learning Material:	Jiawei Han, Micheline Kamber, Jian Pei: Data Mining: Concepts and Techniques, Morgan Kaufmann 2011, (3rd Edition) ISBN: 978-9-3809-3191-3, pp. 744 Thomas A. Runkler: Data Analytics - Models and Algorithms for Intelligent Data Analysis, Springer 2012, ISBN: 978-3-8348-2589-6, pp. 137 Andrew Chisholm: Exploring Data with RapidMiner, Packt 2013, ISBN: 978-1-7821-6933-8, pp. 162.



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Code	M17VZA06E	ECTS Credit	7,5	HUN Credit	6
Module Title:	APPLIED VENTURE VALUATION				
Module Leader:	Dr. András Takács, Habil, PhD. Associate professor	Office Hours:	published at the beginning of each semester		
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. The semester is divided into two parts. The first part covers international accounting, where students will have a deep insight into 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					
Part I.: International accounting					
1-2.	The structure and content of financial statements, the main valuation rules and the presentation of transactions under International Financial Reporting Standards (IFRS).				
3.	The effects of foreign currency transactions on financial statements. Foreign currency translation.				
4.	Consolidated statements, the process of consolidation.				
5.	Analysis of financial statements based on financial ratios.				
6.	Break				
Part II.: Company valuation					
7.	Midterm exam. The necessity of company valuation. Basic principles.				
8.	Net asset-based methods: liquidation value, book value, substantial value. Case study.				
9.	Valuation with multiples. Discounted Earnings and Discounted Cash Flow (DCF) methods. Case study.				
10.	Combined methods. Discounts applied in valuation.				
11.	Value added based methods. Comparison of different valuation techniques. Choosing the right method.				
12.-13.	Working out students' own valuation tool.				
14.	Presentation and discussion of project works.				



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, especially focusing on start-ups and companies in early stages of their lifecycle.
Learning Outcomes: Knowledge	<p>Upon completion of this module the student will</p> <ol style="list-style-type: none"> 1. Explain the structure and content of IFRS-based financial statements 2. Interpret the foreign currency problems to be faced by companies operating internationally, especially focusing on the effects of foreign currency transactions and on foreign currency translation 3. Appraise the process of consolidation and the special features of consolidated statements 4. 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
Learning Outcomes: Skills	<ol style="list-style-type: none"> 1. evaluate the financial position of any companies based on financial statements 2. recognize the problems of using different currencies, select the appropriate methods to solve them 3. create, analyse and interpret accounting information in order to support the management's decision making 4. 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.
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:	<p>Midterm exam (4-8) – 20% (45 minutes)</p> <p>Project work (1-5) – 30%</p> <p>Final exam (4-8) – 50% (75 minutes)</p>
Core Learning Material:	<p>Dr. TAKÁCS, A.: "Applied Venture Valuation", University of Pécs, Faculty of Business and Economics, 2017 (electronic learning material)</p> <p>[downloadable in pdf format from 'Neptun']</p>
Further Reading Material:	<p>DAMODARAN, A.: "Investment Valuation: Tools and Techniques for Determining the Value of Any Asset", Second Edition, Wiley, 2002</p> <p>KOLLER, T. – GOEDHART, M. – WESSELS, D.: "Valuation: Measuring and Managing the Value of Companies", 5th Edition, McKinsey & Company Inc., 2010</p>



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Code	M17VZA07E	ECTS Credit	7,5	HUN Credit	6
Module Title:	GLOBAL MARKETING				
Module Leader:	Beatrix Lányi, Ph.D. Assistant professor		Sessions	published at the beginning of each semester	
Telephone:	72/501-599 ext. 23182		E-mail:	lanyi@tkk.pte.hu	
Short Description:	Macroeconomic, politic, cultural and legal variables are studied in relation to commercial opportunities available in export markets. Information search and international markets assessments are presented as a prerequisite to market entry and to structuring a marketing strategy and preparing a proposed international marketing mix. Internet sources of information for export are covered. International marketing opportunities and challenges are presented for small and medium sized businesses as well as for large global corporations.				
Sessions (weeks)					
Rationale Including Aims:	The general purpose of this course is to examine the scope and challenges of global marketing and students will be able to apply marketing mix tools systematically in the extended competitive area.				
Learning Outcomes: Knowledge	Students will be able to develop critical analytical solutions. After the course students will be able to redefine problems from a wider perspective and give unique solutions currently aroused problems.				
Learning Outcomes: Skills	At the end of the course, a student should be able to: 1. Understand the challenges confronting the international marketing management of companies. 2. Know and develop a critical evaluation of external factors influencing the decision making activities of international marketing managers. 3. Analyze an international marketing decision, taking into account ways of accessing foreign markets, the degree of centralization or decentralization of decision making and the degree of appropriate standardization or adaptation of marketing decisions. 4. Know where to find secondary data relevant for international marketing. 5. Plan the gathering of primary data collection in an international context. 6. Prepare and present a clear and concise international marketing analysis of a case study including the analysis of the environment, the proposed strategy, the marketing mix and the procedure for control and monitoring of anticipated results.				
Teaching and Learning Strategies:	Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to have read the assigned readings and be prepared to answer and discuss selected questions and cases proposed at the end of the different parts of the book. From the second class students have to prepare themselves and discuss case studies. Students prepare case presentations, an article presentation and a country presentation. Each student has to prepare individually for the discussion of the text and cases.				
Assessment Scheme:	Team project and case presentation 20 % Class participation 20 % Final exam: 60% Total 100%				
Further on Assessment:	Those students who apply themselves on international marketing competitions (for example L’Oreal Brandstorm Competition etc.) and are able to achieve a good ranking may get extra 20 points.				
Core Learning Materials:	Keegan, Warren J. and Green, Mark C. (2015), Global Marketing , International Edition, Pearson/Prentice-Hall				
Optional Learning Material:	Hollensen Svend (2011) Global Marketing, International Edition, Prentice Hall Rekettye Gábor, Tóth Tamás, Malota Erzsébet (2015), Nemzetközi marketing , Akadémiai Kiadó, Budapest (in Hungarian language)				



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	<p>Cateora, Philip R. (1998), International Marketing, Tenth Edition, Chicago, IL: Richard D. Irwin. Website: http://www.mhhe.com/cateora Web sites for international marketing: http://www.odci.gov/cia/publications/factbook http://www.wto.org (World Trade Organization), http://www.un.org (United Nations), http://www.imf.org/ (International Monetary Fund), http://www.oecd.org/ (Organization for Economic Cooperation and Development), http://europa.eu.int/en/comm/eurostat (Statistics of the European Union), http://www.eiu.com (The Economist Intelligence Unit), http://www.euromonitor.com (Euromonitor) http://www.europeonline.com Articles in the Business Press such as: The Economist, Business Central Europe, The Wall Street Journal, Financial Times, Fortune, Business Week, Figyelő, HVG, etc. See, for example, the following websites: http://www.economist.com, http://www.wsj.com, http://www.ft.com, http://www.businessweek.com, http://www.fortune.com http://www.cnnfn.com http://www.economedia.com http://www.bcemag.com http://www.fn.hu (Hungarian) http://hvg.hu (Hungarian) <i>Research articles in journals such as: Harvard Business Review, Journal of Marketing, Journal of International Marketing, Journal of International Business Studies, Journal of Global Marketing, Journal of International Consumer Marketing, Journal of Euromarketing, International Journal of Commerce and Management, Marketing & menedzsment, etc.</i></p>
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Code	M17VZB01E	ECTS Credit	7,5	HUN Credit	6
Module Title:	PROJECT MANAGEMENT				
Module Leader:	Dr. Ákos Jarjabka, PhD	Sessions	published at the beginning of each semester		
Telephone:	+36-72-501-559/23369	E-mail:	akos@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 trello project management software.				
Sessions (weeks):					
1. (date)	<i>Chapter 1</i> Why Project Management. Formation of student project teams. Familiarization with the trello project management software.				
2. (date)	<i>Chapter 2</i> The Organizational context: strategy, structure and culture				
3. (date)	<i>Chapter 3</i> Project selection and portfolio management				
4. (date)	<i>Chapter 4</i> Leadership and the project management				
5. (date)	<i>Chapter 5</i> Scope Management. Validation of formed Project teams’ idea.				
6. (date)	<i>Chapter 6</i> Risk management				
7. (date)	Break				
8. (date)	<i>Chapter 8</i> Cost estimation and budgeting				
9. (date)	<i>Midterm report</i> Student presentation of the project proceedings				
10. (date)	<i>Chapter 9-10</i> Project scheduling: network, duration, estimation, critical path, lagging, crashing, activity network				
11. (date)	<i>Chapter 11</i> Advanced topics in planning and scheduling: agile and critical chain				
12. (date)	<i>Chapter 12</i> Resource management				
13.	<i>Chapter 13-14</i>				



(date)	Project evaluation and control, closeout and termination
14.	<i>Final report</i>
(date)	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: <ul style="list-style-type: none"> • 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:	<p>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:</p> <ul style="list-style-type: none"> • theories, • cases, • discussion, and • practical exercises. <p>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.</p>
Assessment Scheme:	<ol style="list-style-type: none"> 1. Project validation – 10% (max. 5 page long project proposal, 10 minutes of presentation in front of a Board Management, situation simulation) 2. Mid-term report – 30% (min. 20 page long project proposal, 20 minutes of presentation in front of an extended management with participants of different functional areas, simulated situation) 3. Final report – 60% (min. 40 page long final project proposal, 20 minutes of presentation, 10 minutes of Q&A, extended management and involving external professionals, simulated situation).
Core Learning Materials:	<p>Textbook:</p> <p>Pinto, J. K.: Project Management: Achieving Competitive Advantage, 4th ed., 2016. ISBN-13: 9781292094793</p>



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Optional Learning Material:	Project Management Institute: A Guide to the Project Management Body of Knowledge, 5th ed., 2013., ISBN-13: 978-1935589679
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Code	M17VZB02E	ECTS Credit	7,5	HUN Credit	6
Module Title:	PRODUCTION AND PROCESS MANAGEMENT				
Module Leader:	Dr. Zsuzsanna Hauck Assistant Professor	Sessions	published at the beginning of each semester		
Telephone:	+3672 501 599/23153	E-mail:	hauckzs@ktk.pte.hu		
Short Description:	Production and process management deals with the efficient utilization of resources to produce products and services. It plays a crucial role in achieving business strategy, as its sustainability is based mainly on outstanding operations capabilities that are not easy to copy. During the semester, students have the opportunity to see typical examples to be found in company case studies, and to meet professionals in the field.				
Sessions (weeks):					
1.	Introduction, group formation. Defining operations management and operations strategy. How to analyse cases. Process analysis.				
2.	Designing products and services. Case: Benihana of Tokyo, HBS 9-673-057				
3.	Designing products and services. Case: Fabritek Corporation, Harvard Business School (HBS) 669-004				
4.	Developing a production system. Case: Scharffen Berger Chocolate Maker, HBS 9-606-043				
5.	Planning and control. I. - Bottlenecks and inventory build up diagrams. Case: National Cranberry Cooperative, HBS 9-688-122				
6.	Planning and Control. II. - Managing queues. Case: University Health Services: Walk-in-clinic, HBS 9-681-061				
7.	Midterm exam				
8.	Spring break				
9.	Operations based strategies. Cases: Alaska Airlines, HBS, 9-800-004 IKEA invades America, HBS 9-504-094				
10.	Factory visit: British American Tobacco				
11.	Supply Chain Management: Theory and applications. SCM Business Game: The beer game (MIT)				
12.	Controlling supply chains and the optimal level of product availability Cases: Barilla SpA (A), HBS 9-694-046 Wal-Mart, Ivey Business School, 907D01				
13.	Developing service systems. Case: Toyota Motor Manufacturing. USA, Inc, HBS 1-693-019				
14.	Developing service systems. Case: Southwest Airlines in Baltimore, HBS 9-602-156				



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Rationale Including Aims:	<ul style="list-style-type: none"> • To understand the importance of cooperation of company functions • To be able to match consumer needs and company capabilities • To be able to match products and processes • To work efficiently as a team • To be able to challenge ideas
Learning Outcomes: Knowledge	<ul style="list-style-type: none"> • Discuss company problems. • Choose target groups and product types, considering operations issues • Recognize if there is a difference between consumer needs and company capabilities • Identify processes and bottlenecks • Demonstrate the ability to participate effectively as a team member or leader. • Prepare and give demonstrative presentations.
Learning Outcomes: Skills	<ul style="list-style-type: none"> • Analyse and Identify market opportunities. • Adjust capacity and identify bottlenecks • Use the vocabulary of production and process management • Improved presentation skills
Teaching and Learning Strategies:	Students are expected to read the case studies in advance, in order to be able to discuss the given company situation. Every week, a group has to present its ideas and suggestions which have to be challenged by another group as well as individuals. This method is supposed to serve as a real-life company situation. The idea behind the factory visit and the guest lecture is to make learning approach even more realistic.
Assessment Scheme:	<p>Class participation: 10% Case presentation: 15% Presentation review: 10% Midterm exam: 15% Final exam: 50%</p> <p>Class participation: student work will be evaluated by group members, based on group work activity and the module leader on the basis of classroom activity Case presentation: each group has to give a presentation on a case study, coming up with ideas to solve the problem defined Presentation review: each group has to challenge another group with questions related to the case they present Midterm exam, final exam: written exams</p>
Core Learning Materials:	Case studies and reading materials uploaded to Neptun Krajewski, L. J. - Ritzmann, L.P. – Malhotra, M. K. (2013): Operations Management: Processes and Supply Chains, Pearson, 10 th ed.
Optional Learning Material:	Slack, N. - Brandon-Jones, A. – Johnston, R. Betts, A. (2015): Operations and Process Management: Principles and Practice for Strategic Impact, Pearson, 4 th ed. Heizer/Render/Munson (2017): Operations Management, 12th Global edition, Pearson



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Code	M17VZB03E	ECTS Credit	7.5	HUN Credit	6
Module Title:	STRATEGIC MANAGEMENT				
Module Leader:	Dr. Somogyvári Márta Lecturer: Dr. Schmuck Roland		Sessions	published at the beginning of each semester	
Telephone:	+36 72 501 599 / 23384 +36 72 501 599 / 23369		E-mail:	somogyv@ktk.pte.hu roland@ktk.pte.hu	
Short Description:	The globalisation, extended European international co-operation, spreading West-European-Hungarian joint ventures, appearance of multinational firms in Hungary, the joining of Hungary to the European Union requires new knowledge of corporate planning, strategic management. This subject intends to serve and fulfil this demand.				
Sessions (weeks): (The schedule is tentative, and subject to change.)					
<u>1.</u>	INTRODUCTION. Course outline. ENVIRONMENT. Changing European environment: globalisation. Factors forcing changes in the world and Europe. Internationalised industries, multinational enterprises.				
<u>2.</u>	CORPORATE BUSINESS AND FUNCTIONAL STRATEGIES. An integrated approach to international business strategy. The nature of strategy. The three contrasting paradigms. Nature of strategy.				
<u>3.</u>	CORPORATE BUSINESS AND FUNCTIONAL STRATEGIES. Corporate parenting. Strategic management styles.				
<u>4.</u>	COMPANY VISIT. Examining strategic approaches and issues at a real company.				
<u>5.</u>	CORPORATE BUSINESS AND FUNCTIONAL STRATEGIES. New game vs. same game strategy. Corporate strategy, business strategy, functional strategy. Business performance and corrective adjustments.				
<u>6.</u>	THE INTERNATIONALISATION PROCESS. International business dynamics. Cross-border market entry decisions. International business development. International financial management. Measuring international business performance. Bi-polarization theory.				
<u>7.</u>	MID-TERM.				
<u>8.</u>	EXTERNAL TRIGGERS TO THE INTERNATIONALISATION PROCESS. Meta-level developments in the world economy. PEST analysis. Assessing the internationalisation of industries: globalisation versus localisation. 4C analysis.				
<u>9.</u>	READING WEEK.				
<u>10.</u>	INTERNAL TRIGGERS TO THE INTERNATIONALISATION PROCESS. Shaping an international vision and mindset. Organisational dynamics. Managing organisational change. Assessing and changing corporate culture. Resource capability and competitive advantage. Managing organisational change to improve business performance.				
<u>11.</u>	RESTRICTED NATIONAL MARKET SCOPE. National market development over time. Sustainability of national strategies. Internal vs. external growth.				
<u>12.</u>	RESTRICTED NATIONAL MARKET SCOPE. Measuring competitive advantage. Inter-market comparisons. Benchmarking.				
<u>13.</u>	INTERNATIONAL MARKET ENTRY AND DEVELOPMENT. Measuring company competitiveness. Inter-market comparisons. Benchmarking.				



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Rationale Including Aims:	The aim of this module is to provide students with enhanced and deepened knowledge of strategic management principles and tools to help them better understand the operation of a company and to be able to build a career in a diverse range of business organisations worldwide. The module enhances the student's existing knowledge base as it provides a complex view on company management and integrates several basic economic principles. The module also enhances several different and important skills of the students. It develops the critical and analytical powers of students with the help of real world case studies and prepares them for graduate employment.
Learning Outcomes: Knowledge	On completion of this module the successful student will be able to: <ul style="list-style-type: none">• Analyse the factors which affect the strategy of companies, including external and internal triggers, strategic options• Develop critical and analytical problem-based learning and transferable skills• Better understand nowadays complex environment and be able to identify strategic options for the future, evaluate them and select appropriate solutions to them• Understand the internationalization process, how to formulate and implement strategies in a rapidly changing competitive international environment• Evaluate the respective strengths and weaknesses of different strategies and critically analyse them• Plan and manage the strategy of a company
Learning Outcomes: Skills	This module enhances the development of the students' existing skills base, allowing for a cumulative learning experience. The skills gained in this module are transferable and they can be used in several situations. By the end of this module students will be able to demonstrate: <ul style="list-style-type: none">• Ability to have a complex view of long-term planning including problem solving, strategic planning and coping with uncertainty• Analyse, interpret, evaluate and handle complex situations in a rapidly changing international environment• Positive contribution to decision making skills• Team work skills are enhanced by group work tasks
Teaching and Learning Strategies:	The course consists of lectures, where up-to-date principles and tools are introduced by the lecturer. Team work case study presentations give opportunity of analysis and class discussion of these principles in practice. Case studies provide opportunity of a detailed analysis of real-world cases to further develop skills and deeper understand the principles.



Assessment Scheme:	<p>Students' knowledge and understanding is assessed by individual exams and teamwork tasks.</p> <p>Evaluation consists of:</p> <ul style="list-style-type: none"> • Class work: presentations, case studies • Semester paper • Final exam <p>Exact pointing system will be announced at the beginning of the semester as the number of case studies and presentations depend on the number of weekly lessons in the semester.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • 0%-51%: fail (1) • 51.1%-59.9%: pass (2) • 60%-74.9%: fair (3) • 75%-87.9%: good (4) • 88%-100%: excellent (5) <p>Maximum 20% missing (3 classes) is acceptable.</p> <p>Final Exam</p> <p>Candidates are not allowed to use any written or printed material, including books, slides, etc. It is not allowed to use communication and/or recording equipment like notebooks, tablets, mobile phones, calculators, etc.</p> <p>In those questions where examples are requested, examples can be chosen from case studies presented by any student group during the semester or give own examples.</p> <p>Presentations</p> <p>Each student have to make one team work presentation in predefined student groups. The topic of the presentation is discussed at the first lesson. All of the presentations are about case studies. Students have to make an analysis of the given case study and make a presentation of it. Case study materials are provided to the students by the instructor.</p> <p>Presentations should take about 20-30 minutes including dispute. Presentations are evaluated by:</p> <ul style="list-style-type: none"> • content and structure, • implementation and presentation style, • involving audience and drawing attention. <p>Case study analysis</p> <p>During the semester case studies are handled to the students who need to analyse them according to theories discussed throughout the course. Case study analysis have to be done in teamwork during the classes. Submission of solution: until the end of the lesson. The cases will be distributed on the lessons.</p> <p>Semester paper</p> <p>Read the article Kim-Mauborgne: Knowing a Winning Business Idea. Analyse one firm you presented regarding the Kim-Mauborgne article: its history, present activities (strategies, weaknesses and strengths) and its future contingencies, using Kim and Mauborgne's approach. Make a proposal: how it could improve its competitiveness.</p> <p>One semester paper should be submitted by each student group, making this task a team work. Format: cca. 8-10 A/4 pages, (Times New Roman 12, 1.5 linespacing).</p> <p>Submission in electronic form in MS Word format (no PDF please). There is no need for a printed copy.</p>
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Core Learning Materials:	<ul style="list-style-type: none"> • ELLIS, JOHN - DAVID WILLIAMS: International Business Strategy. Pitman Publ., London, 1995 ISBN 0-273-60712-X (US version can be used as well) • FITZROY, PETER – HULBERT, JAMES M. – O'SHANNASSY, TIMOTHY: Strategic Management: The Challenge of Creating Value. Third Edition. Routledge, 2016 • KIM, W. CHAN – RENÉE MAUBORGNE: Knowing a Winning Business Idea. Harvard Business Review, September-October 2000, 129-138.
Optional Learning Material:	<ul style="list-style-type: none"> • DAVID, FRED R.: Strategic Management. Concepts and Cases. 14th Edition, Pearson, 2013 • HARVARD BUSINESS REVIEW – PORTER, MICHAEL E. – KIM, W. CHAN – MAUBORGNE, RENEE: HBR's 10 Must Reads on Strategy. Harvard Business Review, February 2011 • JOHNSON, GERRY – WHITTINGTON, RICHARD – SCHOLES, KEVAN: Fundamentals of Strategy. 2nd Edition, Pearson, 2012 • MSJ: Grundfos A/S in an International Perspective, Aalborg University, Department of Business Studies, Center for International Business, last updated in September 2009 • PETERMAN, JOHN: The Rise and Fall of the J. Peterman Company, Harvard Business Review, September 1999 • PORTER, MICHAEL: What is Strategy. Harvard Business Review, November-December 1996 • PORTER, MICHAEL: The Five Competitive Forces That Shape Strategy. Harvard Business Review, January 2008 • PORTER, MICHAEL: The Looming Challenge to U.S. Competitiveness. Harvard Business Review, March 2012, 55-62 • YIP, GEORGE S: Total Global Strategy. 3rd Edition. Pearson, 2011 • WHEELEN, THOMAS L. – HUNGER, J. DAVID: Concepts in Strategic Management and Business Policy. Toward Global Sustainability. 13th Edition, Pearson, 2012



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Code	M17VZB04E	ECTS Credit	7.5	HUN Credit	6
Module Title:	LEADERSHIP AND MANAGEMENT OF INTERNATIONAL BUSINESS				
Module Leader:	Zsuzsanna Vitai	Sessions	published at the beginning of each semester		
Telephone:		E-mail:			
Short Description:	The module presupposes that students had participated already at some introductory management course such as Organizational Behavior, General Management, or International Business Management. This module specifically addresses those key problems and major challenges that leaders and managers face in their daily lives. It will explore how can the student as a future manager and leader build and sustain high performance at the individual, group and organizational levels. The module emphasizes that it will build on previous knowledge and will analyze, synthesize and raise preceding knowledge to a higher stage. Besides aiming at a comprehensive coverage of major theories, the module will develop, strengthen and polish skills such as: motivational, communications, influencing, conflict handling, negotiating.				
Sessions (weeks) Every Monday 10-11 30 a.m. and 12-13 30 p.m.					
There might be slight changes in the schedule, as we usually have international guest lecturers!					
1.	Requirements, introduction Methodology, Ice breaking exercise – group formation Readings for the class: (every week there will be texts of interest published on Neptun, please follow the site!) Textbook: Chapter 1 Who is a Leader?				
2.	Leadership traits and ethics Readings for the class: Textbook: Chapter 2 Leadership Traits and Ethics Case: Recruiting for the bank Articles: Pagonis, W.G.: The Work of the Leader, Harvard Business Review, November-December 1992. Birkinshaw, J.: Beware of the Next Big Thing, Harvard Business Review, May 2014				
3.	Leadership motivation and behavior Readings for the class: Textbook: Chapter on Leadership Motivation and Behavior Case: Beyersdorfer, D., Dessain, W., Ton, Z. (2012): Bonuses in Bad Times, Harvard Business Review case study July-August Readings: Ton, Z.(2012): Why Good Jobs are Good for Retailers? Harvard Business Review January-February Ryan, R.M., Deci, E.L.(2000): Self-determination Theory and the Facilitation of Intrinsic Motivation, Social Development and Well-Being in: American Psychologist 2012 Vol 55, No. 1 pp. 68-78				
4.	Communication and coaching skills in the international environment Readings for the class: Textbook: Chapter on Communication, Coaching and Conflict Skills Case: Bridging the Two Worlds: The Organizational Dilemma Articles: Tannen, D. The Power of Talk: Who Gets Heard and Why? Harvard Business Review September				



	<p>October 1995</p> <p>Detert, J.R., Burris, E. R.: Can Your Employees Really Speak Freely? Harvard Business Review, January- February 2016.</p>
5.	<p><i>Negotiation and Conflict Handling in a Multicultural Environment</i></p> <p>Readings for the class:</p> <p>Francesco, A.M., Gold, B.A.: International Organizational Behavior, Chapter 5</p> <p>Adler, N.: International Dimensions of Organizational Behavior, Chapter 7</p> <p>Textbook: Chapter on negotiation, and Chapter on Conflict</p> <p>Case: Conflict on Close Quarters</p> <p>Articles:</p> <p>Leary, K., Pillemer, J., Wheeler, M.: Negotiating with Emotion, Harvard Business Review, January-February 2013</p> <p>Maccoby, M.: Narcissistic Leaders Harvard Business Review January-February 2000</p>
6.	<p><i>Contingency Leadership Theories</i></p> <p>Readings for the class:</p> <p>Textbook: Chapter on contingency leadership theories,</p> <p>Case: Three shifts three supervisors</p> <p>Articles:</p> <p>Cuddy, A., Kohut, M., Neffinger, J.: Connect, Then Lead, Harvard Business Review July-August 2013</p> <p>Goleman, D.: The Focused Leader, Harvard Business Review December 2013</p> <p style="text-align: right;"><i>Quiz 1</i></p>
7.	<p><i>Leader – Follower Relations and the LMX theory</i></p> <p>Readings for the class:</p> <p>Textbook: Chapter 7</p> <p>Adler, N.: International Dimensions of Organizational Behavior, Chapter 5</p> <p>Case: Taking on additional responsibilities</p> <p>Articles:</p> <p>Goleman, D., Boyatzis, R.: Social Intelligence and the Biology of Leadership Harvard Business Review, September 2008</p> <p>Seligman, M.: Building Resilience, Harvard Business Review April 2011,</p>
8.	<p><i>Leading International Work Teams</i></p> <p>Textbook: Chapter 8, on teams</p> <p>Case: They Dominated the Conversation</p> <p>Brett, J., Behfar, K.: Kern, M.C.: Managing Multicultural Teams Harvard Business Review November 2006</p> <p>Gardner, H.K.: Getting Your Stars to Collaborate Harvard Business Review January-February 2017</p>
9.	<p><i>Power and Politics</i></p> <p>Readings for the class:</p> <p>Textbook: Chapter on power</p> <p>Osland, J.S., Kolb, D.A., Rubin, I.M.: Organizational Behavior, 8th ed. Chapter 18</p> <p>Case: Gary Yukl: Restview Hospital</p> <p>Articles:</p> <p>Hamel, G. : First Let's Fire All the Managers, Harvard Business Review, December 2011</p> <p>Waytz, A. Mason, M.: Your Brain at Work Harvard Business Review July-August 2013.</p>
10.	<p><i>Decision-making –theories and practice</i></p> <p>Readings for the class:</p> <p>Osland, J.S., Kolb, D.A., Rubin, I.M.: Organizational Behavior, 8th ed. Chapter 17</p> <p>Luthans, F. Organizational Behavior, 9th ed. Pages 365-377</p> <p>Case: Making a Layoff Decision</p>



	<p>Articles:</p> <p>Kahneman, D., Rosenfield, A.M., Gandhi, I., Blaser, T.: Noise Harvard Business Review, October 2016</p> <p>Soyer, E., Hogarth, R.M.: Fooled by Experience Harvard Business Review, May 2015</p>
11.	Spring break, no class!
12.	<p><i>Charismatic and transformational leadership</i></p> <p>Readings for the class:</p> <p>Textbook: Chapter 9</p> <p>Case: Time to Rebound at Willow Pond</p> <p>Articles:</p> <p>Bazerman, M. H., Tenbrunsel, A.E.: Ethical Breakdowns Harvard Business Review, April 2011</p> <p>Ibarra, H.: The Authenticity Paradox Harvard Business Review, January 2015</p> <p style="text-align: right;">Quiz 2</p>
13.	<p><i>Leadership of Culture, Leaders, and Diversity</i></p> <p>Readings for the class:</p> <p>Textbook: Chapter on Diversity and Culture</p> <p>Case: The Glass Ceiling</p> <p>Articles:</p> <p>Ibarra, H., Ely, R., Kolb. D., Women Rising: The Unseen Barriers Harvard Business Review, September 2013</p> <p>Meyer, E.: When Culture Doesn't Translate Harvard Business Review, October 2015</p>
Rationale Including Aims:	<p>To integrate management knowledge and show students how successful organizations are led achieving the threefold main aims of business:</p> <ul style="list-style-type: none"> • profit, • growth and • stability in the conditions of the international business environment.
Learning Outcomes: Knowledge	<p>The module will help students to analyze and critically evaluate the nature of:</p> <ol style="list-style-type: none"> 1. individual behavior in organizations as it affects the leader's ability to work with others, 2. group processes as they affect decision making and implementation, 3. problems – national and global, leaders encounter during the course of their work
Learning Outcomes: Skills	<p>This module will develop the students' competence to apply a range of management skills to the practice of management in the international context such as:</p> <ul style="list-style-type: none"> • critical thinking and creativity, • problem solving and managerial decision making with an emphasis • on personal effectiveness and self-efficacy.
Teaching and Learning Strategies:	<p>Each week we will focus on a particular challenge facing managers. The goal is to highlight effective strategies for dealing with these challenges. We will accomplish this by discussing concepts and analyzing related cases. Each week there will be assigned readings and problems to be dealt with individually before class. Each week there will be time spent with:</p> <ul style="list-style-type: none"> • theories, • cases, • discussion and • practical exercises. <p>All these <i>and</i> the assigned readings are important to achieve course objectives. Therefore, students are expected to have thoroughly read the assigned readings for the day and be ready to discuss them and their implications in the light of previous readings and assignments.</p> <p>- The cases and exercises provide concrete situations to which students should apply the concepts introduced in the readings. They provide an opportunity for them to practice diagnosing the nature and causes of leadership performance and to practice thinking through the potential consequences of action strategies.</p>



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Assessment Scheme:	Presentation of the designated case study: 20% Class contribution during the semester including two small unseen quizzes one take home assignment and participation in case discussion: 20% Two hours unseen examination: 60%
Core Learning Materials:	Textbook: Lussier, R.N.; Achua, C.F.: Effective Leadership, any edition after the third. South Western CENGAGE learning. Articles and texts of interest will be posted on Neptun, downloading is the responsibility of the students. Articles for presentation/reading have to be downloaded from the Faculty EBSCO Host server. Usage of the server is free and easy from Faculty premises, or from the Knowledge Center.
Optional Learning Materials:	Any leadership book published after 2010

ACADEMIC POLICIES

Make-up classes:

Making up for missed classes is not allowed, and the team project must be presented at the time laid down in the schedule. You need to prepare well in advance for projects and papers. Any project presented later than the appointed date, or any paper submitted later than the appointed date (the beginning of the class and not at the end) will automatically be subject to a 50% reduction of the mark. **Work is not accepted more than two weeks following the date appointed, and no handwritten work is accepted!**

Grade improvement:

Not permitted! The improvement of a mark for any work, homework or module component at any time is expressly forbidden by Programme Regulations.

Attendance and punctuality:

Attendance at class and arrival on time are both required. Students who are regularly late or absent tend to perform very poorly in this module. **Medical excuses are accepted**, but making up for a missed class is impossible, and no points can be earned in this way. Any student who arrives 15 minutes late is automatically registered as absent, even if he or she arrives and participates. Consideration for the work of those others who arrived on time is demanded, and students who regularly arrive late will have their classroom work points decreased by 10%.

If you have missed a quiz, you cannot write it at any other time. If you have missed all three, you have lost a considerable amount of points that cannot be made up for!

Academic honesty:

Academic honesty is expected. Cheating in an examination means that the Programme Leader will conduct an investigation into the student's conduct in the presence of a representative from Middlesex University. Conscious plagiarism will result in homework being rejected and the necessity to re-do the work within a specified time for a maximum of 50% of the initially available points. *The Business Degree Programmes have bought the license for the usage of the Turnitin software, and so any attempt at plagiarism via the Internet will be detected.*

Criteria for the evaluation of all written work:

To be an effective manager, you will need to be precise in your written and oral communication within an organization. You will need to organize your thoughts clearly, make your points logically and support them with data and argumentation.



1. Is the work well organized? Are the main points clear and presented in a logical manner?
2. Do your supporting arguments adequately use the reading and class materials? (The usage of other material is encouraged, provided that the source is correctly identified.)
3. How creative are your insights? The quality of your ideas is important.
4. How accurate is your analysis? Demonstrate precisely why the point is, or is not, valid. In presenting a plan of action, be specific as to why it will work.

Electronic devices in class:

You may use your computer or smartphone if you wish for class purposes. (Note taking is more useful by hand as proved by research.) Those students who use their devices for distraction or downloading ready-made solutions for problems assigned in class will be found out and also have a high chance of failing the final exam.

CLASS CONTRIBUTION:

Criteria for class contribution:

The class participation is a critical part of the learning process in this course. It should reflect the reading and mental preparation that you do for class. The assigned readings will provide ideas and insights into human behavior and its impact on productivity and performance. You are expected to read all the materials before class. In your reading you should continually ask yourself questions like the following:

- ◆ What are the main concepts, ideas, and principles in this material?
- ◆ What are its implications? How would I apply this as a leader? To my future/existing organization? To my job and career?

You will be evaluated on the quality of your contributions during class. Quality contributions possess one or more of the following attributes:

- ◆ Offers a different, unique and relevant perspective on the issue.
- ◆ Asks a probing question that moves the discussion and analysis forward.
- ◆ Integrates and/or builds on others' comments.
- ◆ Shows that you are analyzing the problem and weigh solutions.

You have to prepare one page written summary of each assigned article for every class, print it and bring into class. In every class, the instructor will take a random sample of the overview of the readings. If you consistently miss this, you will be doing very poorly with class contribution points, and also you will not be able to participate in the discussions. If you are asked to present it, and it is not printed it is worth automatically 50% less! If you come later because of printing, it is also 50% less.

Two closed book short quizzes will be announced in time, the mark for them will be part of your class contribution score. The topics will only be what you have heard in class or the material your classmates presented.

Team assignments:

The aims of the team project are:

- To prepare you for business life when you have to work in teams
- To make you understand motivational issues in practice
- To teach you coordination, time management
- To make you exercise creativity
- To make you apply presentation skills

Presentation criteria:



- *Good structure, understandable aims 25%;*
- *usage of audio or visual aids 25%,*
- *professional appearance and behavior during presentation 25%,*
- *leadership and teamwork i.e.: how students could convince the audience that they worked together 25%.*

Every presentation has to happen in the agreed time. No make-ups are allowed!

Criteria of evaluation of written work:

- “Format” (the proper use of standard English, the persuasiveness and logical development of the paper) 25%;
- “Conceptualization” (the student’s understanding and use of the models, theories, concepts and terms in the course readings) 25%;
- “Analysis” (the extent to which the student applies these ideas to define a particular problem or use the ideas as the basis for an accurate, recommended course of action) 25%;
- “Documentation” (the extent to which the student cites and uses the ideas of the course to support their analysis and recommendations) 25%.

FIRST ASSIGNMENT:

Our first project is a take home assignment and a subsequent discussion about it. The topic is motivation. Every student will get a case study and two articles on motivation. Every student has to write a minimum 2 maximum 10 page summary of the situation and link it to minimum 2 motivation theories. In class, we will discuss the findings in groups and compare the results. This assignment is NOT teamwork, it is INDIVIDUAL work, and will be evaluated based on the quality of class contribution and the quality of the paper you handed in.

TEAM PROJECTS:

*You will be responsible for choosing a team and be an active member. The team has to be formed in the first class – every team must have at least one exchange student member. Exchange students are not allowed to create a team consisting exclusively of exchange students! A team **HAS TO HAVE** more than one nationality represented! This semester we have 11 teams.*

The task is: students will be assigned to analyze a case study, provide a written printout and an oral presentation on their findings in the designated class. You have to print out the summary of the Power Point, or if you do not use a Power Point presentation you have to write a one page long summary. The length of the oral presentation is maximum 15 minutes.

In class after the presentation, the class will be asked to be the discussant of the presentation, they have to evaluate and also – if they have a different opinion: challenge and start a debate about the case. The presenting group will know the time of the presentation questions will be announced in class.

Criteria of evaluation of the presentation team:

1. **Presentation style and quality of slideshow 20 points**
2. **Quality of discussion – ability to lead, answer questions, accept challenges 20 points**
3. **Content – quality of content and how it is linked to the theory class 40 points**
4. **Citation! 20 points**

Assessment scheme:

Group presentation:	20% (100 points)
Class contribution during the semester, including two small unseen papers, the take home assignment, and participation:	20% ($\{3 \cdot 20\} + 20$) points)
Two hours unseen examination:	60% (200 points)

Maximum attainable points: **100**



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Percentage breakdown:

0-50%	- 1
51-60%	- 2
61-74%	- 3
75-87%	- 4
88-100%	- 5

Lecturers this semester:

Zsuzsanna Vitai, Julianna Németh PhD student

Office hours: **Monday:** 15 p.m. – 16 p.m.
Or by appointment

Location; Room B 220 (Green Building, 2nd Floor).

E-mail policy:

I DO NOT ANSWER STUDENTS' E-MAILS! (I HAVE TOO MANY E-MAILS TO DEAL WITH DAILY). IF YOU HAVE A QUESTION TO ASK, YOU SHOULD COME TO MEET ME IN PERSON. PLEASE USE THE ABOVE OFFICE HOURS, WHICH ARE ALLOCATED SPECIFICALLY TO STUDENTS.

IF MY DOOR IS OPEN, YOU CAN COME IN, AND I WILL BE HAPPY TO TALK TO YOU AND HELP YOU! IF MY DOOR IS CLOSED, THEN I AM BUSY, PLEASE USE THEN THE OFFICE HOURS.

Personal contact is encouraged, especially when announcing your non-appearance in class. This is acceptable only to the extent allowed by the regulations – that is, in 10 % of all classes. Projects and teamwork must be done by the within the time laid down, and no excuses other than medical are accepted. The project must, nevertheless, be completed in the manner agreed by student and instructor.

Although serious medical excuses are accepted, missed classes cannot be made up for and this invaluable time for discussion and the exchange of ideas cannot be replaced. If you decide not to attend, the opportunity will have gone for ever. The same applies to quizzes if you cannot be present you cannot do it in any other time!

Students are expected to design their extracurricular activities that way that it does not interfere with their studies!

FOR ALL DETAILS OF THE COURSE NOT LISTED HERE, STANDARD PROGRAMME REGULATIONS APPLY!



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Code	M17VZB05E	ECTS Credit	7.5	HUN Credit	6
Module Title:	CHANGE MANAGEMENT				
Module Leader:	Dr. Zsolt Nemeskéri Lecturer: Dr. Roland Schmuck		Sessions	published at the beginning of each semester	
Telephone:	+36 72 501 599 / 23594 +36 72 501 599 / 23369		E-mail:	nemeskeri.zsolt@ktk.pte.hu roland@ktk.pte.hu	
Short Description:	Change Management is an area of management studies re-evaluating, synthesizing, and applying existing knowledge. The core aim of the course is to make students exercise managerial decision-making skills, to provide knowledge and skills for them to become change agents in organizations.				
Sessions (weeks): (The schedule is tentative, and subject to change.)					
1.	Requirements, introduction Organizations and their changing environments; Case study				
2.	The nature of organizational change; Case study				
3.	Organizational structure, design and change; Case study				
4.	Culture and change; Case study				
5.	Hard system models of change; Case study				
6.	Company visit				
7.	Soft systems models of change; Case study				
8.	Reading week				
9.	Leadership and change; Case study				
10.	The Shackleton expedition case study				
11.	Presentations of individual papers				
12.	Presentations of individual papers				
Rationale Including Aims:	The course aims at improving students' already existing knowledge in management and forces them to apply these to complex situations. Tasks will improve their ability of working in groups and communication and presentations skills, especially in novel and challenging situations. Concepts and theories will be critically analysed, and existing knowledge will be applied to higher level problems, this way analytical and synthesizing skills will be improved.				
Learning Outcomes: Knowledge	Master level knowledge about change and organization development. Students will be able to: <ul style="list-style-type: none">• evaluate theories and apply them to real life situations,• comprehend the effect of change on organizations and individuals,• use their knowledge to improve organizational efficiency and effectiveness.				
Learning Outcomes: Skills	<ul style="list-style-type: none">• Capability of analysing complex situations and identifying key turning points in them.• Ability of designing and carrying through both simple and complex change efforts.• Development of human skills.• Aiding people in threatening situations.• Ability of leading in difficult times.				



Teaching and Learning Strategies:	Classes will be separated to two parts: in the first part a lecture will be provided about the main topic, then in the second half either an exercise will be given or a case study will be analysed in class relevant to the topic. To enhance practical skill building, company visits, videos and discussion groups will be used.
Assessment Scheme:	<p>Evaluation consists of:</p> <ul style="list-style-type: none"> • Class work: case studies • Individual paper: written paper and short presentation • Final exam <p>Exact pointing system will be announced at the beginning of the semester as the number of case studies depend on the number of weekly lessons in the semester.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • 0%-51%: fail (1) • 51.1%-59.9%: pass (2) • 60%-74.9%: fair (3) • 75%-87.9%: good (4) • 88%-100%: excellent (5) <p>Maximum 20% missing (3 classes) is acceptable.</p> <p>Individual paper:</p> <p>Focus: Change management and your dissertation topic. (If your dissertation topic is nothing to do with change management, you can choose another case.)</p> <p>Theoretical background: 3-4 references from world-leading journals or books.</p> <p>Length: 10-14 pages (Times New Roman 12, 1.5 linespacing) with the following suggested structure:</p> <ul style="list-style-type: none"> • theories used 2-3 pages, • discussion on the change topic (either macro or micro aspect is acceptable) 6-8 pages, • recommendations 2-3 pages. <p>In the paper please use theories discussed during the semester, mainly the soft and the hard systems models of change. Other theories discussed during the semester (structure, culture analysis, etc) can also be used. You can use one or more theories in your paper.</p> <p>Submission deadline will be announced at the beginning of the semester as it is based on the exact weekly schedule of the course. Submission deadline will be before the presentations of the papers.</p> <p>Verbal presentation should be a short summary of your paper. Presentations will be scheduled individually to the last two lessons two lessons of the semester.</p> <p>Evaluation consists of the paper and the presentation together.</p>
Core Learning Materials:	<ul style="list-style-type: none"> • Senior, Barbara – Swailes, Stephen: Organisational Change. 5th Edition. Prentice Hall, 2016. (previous editions after 2002 are acceptable) • Slides of the lectures.
Optional Learning Material:	<ul style="list-style-type: none"> • It is suggested that students follow Harvard Business Review's actual managing change articles in the given semester. • Carnall, C.: Managing Change in Organizations. 6th Edition. Prentice Hall, 2014 • Cummings, Thomas G. – Worley, Christopher G.: Organizational Development and Change. 10th Edition. Cengage Learning, 2014 (or 9th Edition. South Western, 2009)



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Code	M17VZB07E	ECTS Credit	7,5	HUN Credit	6
Module Title:	INTERCULTURAL BUSINESS COMMUNICATION				
Module Leader:	Dr. Anette Márta	Sessions	published at the beginning of each semester		
Telephone:	+36 72-501-599/23190	E-mail:	anette@tkk.pte.hu		
Short Description:	Communication between cultures has become paramount to the success of companies in the global working environment of the 21 st century. At the same time, however, it is found to be the most important cause of misunderstandings when doing business with other cultures. As a result, awareness of cross-cultural differences is imperative for participants of the global business life. The course enables students to sharpen their insights and practical skills in identifying characteristics of various national and management cultures, understanding and dealing with conflicts arising as intercultural barriers, and ways to acquire intercultural communicative competence. Students are encouraged to apply theories to practice through numerous case studies and a range of practical activities in each class. Students are to simulate the challenges involved in doing business across cultures with the aim of becoming competent intercultural communicators.				
Sessions (weeks):					
1	Chapter 1: The concept of culture. Facets and levels of culture. National culture, organizational culture, corporate culture, professional culture.				
2	Chapter 2: Dimensions of culture and business. Hofstede's concept. The GLOBE project.				
3	Chapter 5: Cultural dimensions revisited: Trompenaars, Hall and Kluckhohn on culture. Reconciliation of cross-cultural conflicts.				
4	Chapter 6: Cultural values and management. Time-focus, time-orientation, competition, space and their reflections in communication. Culture and its manifestations in everyday business life.				
5	Chapter 3: Western business cultures.				
6	Chapter 4: Business cultures in Asia, Africa and the Middle East.				
7	Break				
8	Chapter 13: Cross-cultural business communication. Model and channels of communication.				
9	Chapter 14: Barriers to intercultural communication. Verbal and non-verbal behaviour. Assumptions and stereotypes.				
10	Chapter 15: Negotiating across cultures. The nature and process of negotiation. Decision-making across cultures.				
11	Chapter 17: Managing cultural differences and conflicts. Mediation.				
12	Chapter 18: Developing intercultural sensitivity. Components of intercultural sensitivity. Intercultural communicative competence (ICC).				
13	Project work: Communication portfolio of cultures represented in class.				
14	Presentation: Group presentations of the project.				
Rationale Including Aims:	To integrate theoretical knowledge of various aspects of culture and communication in the daily practice of working and communicating in a multicultural environment. To understand the reasons for cultural and communicative differences. To be able to identify and overcome intercultural barriers.				



Learning Outcomes: Knowledge	Students will have up-to-date knowledge about various aspects of cultures and communication, based on relevant theories. They will also apply these theories to practice through numerous examples from the business world: case studies, dilemmas and points for reflections in each class. Students will understand the importance of cultural sensitivity, and will demonstrate the ability to participate efficiently, working individually, in pairs and in groups. They will be able to synthesize the theoretical and practical issues addressed in the course preparing a communication portfolio of their respective and other cultures.
Learning Outcomes: Skills	<p>The following skills will be developed:</p> <ul style="list-style-type: none"> • teamwork • pair work • autonomy in problem identification, • problem analysis and solution • analytical and synthetic skills • communication • conflict management • creative and innovative thinking • improved presentation skills
Teaching and Learning Strategies:	Classes include introductory lectures by lecturer, followed by the analysis of case studies, and the discussion of challenging situations regarding different cultural and/or communication issues (case studies, dilemmas and points for reflections in the core learning material, and videos). With the help of these tasks, combined with the theoretical issues addressed, students have to prepare a communication portfolio of their respective countries, highlighting the characteristics. Then they should work in groups with students representing various cultures, and based on the individual communication portfolios of group members they should prepare a combined portfolio, highlighting the differences, the challenges, the possible barriers to intercultural communication, and also the ways to overcome them. At the end of the semester they will have to summarize their findings in the form of a presentation.
Assessment Scheme:	<p>1. Class participation: 10% (participating in the discussion of case studies and videos during the semester)</p> <p>2. Individual communication portfolio: 10% (at least 5 page long summary of the communicative and cultural characteristics of student's respective culture; based on the theories and practical issues addressed in the course)</p> <p>3. Group portfolio and presentation: 30% (at least 20 page long essay outlining the differences in the cultures and communication of countries represented by group members, highlighting the differences and the possible barriers to intercultural communication among these cultures, and offering solutions as to how best to overcome these barriers. A 15 minute long presentation should be based on the most important findings of the project work.</p> <p>4. Final exam: 50%. Written exam at the end of semester.</p>
Core Learning Materials:	Browaeys, M-J., and R Price (2015): Understanding Cross-Cultural Management. 3rd ed. Pearson.
Optional Learning Material:	Reynolds, S. and D. Valentine (2011): Guide to Cross-Cultural Communication. 2 nd ed. Pearson.



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Code	M17VZB10E	ECTS Credit	7.5	HUN Credit	6
Module Title:	KNOWLEDGE MANAGEMENT				
Module Leader:	Dr. Zsolt Nemeskéri associate professor and Péter Fodor		Office Hours:	published at the beginning of each semester	
Telephone:	(72) 501-599		E-mail:	nemeskeri.zsolt@tk.pte.hu fodorp@tk.pte.hu	
Short Description:	This module builds on the theoretical and methodological foundation provided by the Organizational Behaviour and Human Resource Management module of the BA Programme and is designed to make students aware of the importance of knowledge and talent in the value production of organizations, and prepare them to be able to critically deal with issues in this field.				
Sessions (weeks):					
1	Introduction to the semester program. Creating a common understanding, goals and expectations. Team formation. Clarification of results and requirements.				
2	Overview of management theories from the perspective of learning and knowledge. Basic KM definitions. The knowledge management process and activities.				
3	Organizations as open learning systems. What do influence success of companies. The transformation of resources to performance. Type and measurement of intellectual capital. Knowledge management strategies.				
4	Knowledge management strategies. Egg or chicken? Conditions and tools of knowledge management. What creates a learning organizational culture?				
5	The evaluation of human capital. Guest lecturing of Irén Gyökér PhD.				
6	IT applications that helps companies fostering in successful KM projects. Big data and cloud computing.				
7	The learning organization concept. System dynamics and system thinking basics.				
8	Size and ownership matters I. KM through the lifecycle of the organizations. From start-up to MNEs.				
9	How to build and operate nuclear power plant KM systems? Guest lecturing of Matesz Roland from Paks NPP.				
10-11	Training development for a better learning and cooperating competences.				
12	CLO experiences of Lambert Viktória PhD. From Chicago. (Fleming Events Co.)				
13	Project presentation				
Rationale Including Aims:	The subject is aimed to provide students with knowledge which they can use successfully in their future career. For this reason it is important to introduce the newest and significant knowledge and talent management concepts. A special focus is placed on the practical aspects and application of the issues covered in the framework of this course. Aim is to develop students’ ability to create and sustain an organizational culture and environment that is driven by intellectual capital, learning capabilities and knowledge.				
Learning Outcomes: Knowledge	At the end of the module successful students will be able - to understand importance of knowledge and talent in the value production of organizations and critically evaluate the different approaches to knowledge and talent				



	<p>management.</p> <ul style="list-style-type: none"> - to differentiate between human, structural, social, relationship and intellectual capital and explain the appropriateness of their use in any strategy for enhancing organizational learning and knowledge. - to understand and apply appropriate methods to evaluate critical knowledge and talent management processes in the organizational context, so as to demonstrate their impact on the achievement of organizational goals.
Learning Outcomes: Skills	By the end of this module successful students will be able to evaluate critically theories and practice of knowledge and talent management, apply different concepts and also to solve such problems in organizations where they work.
Teaching and Learning Strategies:	In order to reach the goals set above, the lecture which provides critical insight of the topic, will always be supported by in-class presentations and/or case studies, and home assignments. Students are expected to read the material before class since active participation in class discussions is a requirement. By analyzing the elected cases students develop their problem solving capabilities and improve their skills in this field.
Assessment Scheme:	<p>Classroom work and homework assignment 50 %:</p> <ul style="list-style-type: none"> • Comparison of Global Companies' Knowledge Management Practices 20%; • Knowledge management consulting for Paks NPP 30% <p>Exam: 50 %</p>
Further on Assessment:	<p>Classroom work includes case studies with assignments to be solved partly individually partly as group work</p> <p>Each student has to read and present articles related to the week's topic in order to broaden or to deepen the analysis of the issues addressed in class.</p> <p>The exam is a closed book exam based on the topics covered during the semester.</p>
Core Learning Materials:	<ul style="list-style-type: none"> • Jashapara, Ashok (2011): Knowledge management. An Integrated Approach. Pearson, Prentice Hall. • Davenport T.H., De Long D.W., Beers M.C., (1998): Successfull Knowledge Management Projects • Kim, W. C., and Mauborgne, R. (1997). Fair process: Managing in the knowledge economy. <i>Harvard Business Review</i>, July-August, 65-75. • Lehner, F and Haas, N. (2010) "Knowledge Management Success Factors – Proposal of an Empirical Research" in: Electronic Journal of Knowledge Management Volume 8 Issue 1 (pp79 - 90), available online at www.ejkm.com • Nonakai, I., 2007: The Knowledge Creating Company. In: Harvard Business Review, 2007, Júl-Aug. 162-171 pp. • Wang C., L. – Ahmed P., K.: Dynamic capabilities - 2007: A review and research agenda. In: International Journal of Management Reviews Volume 9 Issue 1 pp.31–51 • Wang Sheng, , Raymond A. Noe, 2010: Knowledge sharing: A review and directions for future research. in: Human Resource Management Review 20 (2010) 115–131 • Zack M., H.,- 1999: Developing a Knowledge Strategy California Management Review Vol. 41, No. 3 Spring 1999. 125-145 pp.
Optional Learning Material:	<p>Brockner, Joel (2006): Why It's So Hard to Be Fair, <i>HBR</i>, March, p. 122-129.</p> <p>Cappelli, Peter (2008): Talent Management for the Twenty-First</p> <p>Dobrai, Katalin – Ferenc Farkas (2007): Professional Service Organizations Meeting the Challenges of a Changing Business Environment. <i>International Journal of Knowledge, Culture and Change Management</i>, Volume 7, issue 3, 73-84.</p> <p>Dobrai, Katalin – Farkas Ferenc (2009): Knowledge Creation in the co-operation between Knowledge-Intensive Business Services and Client Organizations – A Theoretical Approach. In: <i>Advances In Management, India</i>, 2(6), pp. 7-12.</p>



Dobrai, Katalin (2008): Knowledge-Related Issues in Human Resource Management. Proceedings of the International Conference: "New Trends and Tendencies in Human Resource Management – East Meets West", Pécs, Hungary, 13-14, June, 2008 CD: ISBN 978-963-642-3

Dobrai, Katalin and Farkas, Ferenc (2008): Knowledge-Based Organizations: Examining Knowledge Processes in Public-Serving Nonprofit Organization. *International Journal of Knowledge, Culture and Change Management* (Common Ground Publishing, Australia) Volume 8, Issue 2, pp. 9-22.

Grant, Kenneth A.(ed.) (2011): Case Studies in Knowledge Management. Academic Publishing International.

Ready, Douglas A. – Conger, Jay A. – Hill, Linda A. (2010): Are You a High Potential? HBR 2010 June 78-84.

Ready, Douglas A. – Conger, Jay A. (2007): Make your company a Talent Factory, HBR, June 2007, 68-77

Schiemann, William A.: Reinventing Talent Management. How to Maximize Performance in the New Marketplace. Wiley 2009.

Schmidt, Martin and Schmidt, Conrad (2010): How to Keep your Top Talent. HBR, May, 54-61.

Dobrai Katalin (2011): The Role of Organizational Culture in Knowledge Management. *Proficient – an International Journal of Management*, Aug. pp. 21-33.

List of articles may change



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Code	M17VZB13E	ECTS Credit	7,5	HUN Credit	6
Module Title:	STRATEGIC HUMAN RESOURCE MANAGEMENT				
Module Leader:	Dr. Zsófia Ásványi	Sessions	published at the beginning of each semester		
Telephone:		E-mail:	asvanyizs@tk.pte.hu		
Short Description:	Strategic Human Resource Management examines strategic issues of human resources discussing both domestic and multinational practices in business corporations. The aim of the course is to highlight how HRM practices may contribute to organisational strategy and success in operation.				
Sessions (weeks):					
1.	Introduction to HRM, requirements				
2.	Lecture on: Key issues of SHRM Topic 1: Nature of HRM Topic 2: The Dual Theory of HRM and Business Performance Topic 3: Legal and Non-legal Framework of HRM Topic 4: HRM in Organizations Topic 5: HRM Competencies				
3.	Lecture on: Staffing the Organization 1 – Planning, Recruitment Students’ presentation on: Recruiting a special target group: GenY members				
4.	Lecture on: Staffing the Organization 2 – Selection, On-boarding, Assimilation Students’ presentation on: Selecting a special target group: expats				
5.	Lecture on: Absenteeism & Employee Turnover, Downsizing the Organization Students’ presentation on: Outsourcing – reasons, pros, contras				
6.	Lecture on: Job, Job Analysis, Job Evaluation Systems Students’ presentation on: Job descriptions all over the world				
7.	Guest lecturing on HRM practice Students’ presentation on: Employer branding – internal & external orientation				
8.	Mid-term test				
9.	Spring holiday				
10.	Guest lecturing from HAN University				
11.	Lecture on: Performance Management Students’ presentation on: “Harvard Business Review: Reinventing Performance Management” article				
12.	Lecture on: Total Reward and Compensation Students’ presentation on: Expat compensation techniques				
13.	Lecture on: Training and development (HRD) Students’ presentation on: Corporate language policies & language trainings				



14.	Lecture on: Labour Relations Students' presentation on: Comparative study of trade unionism & the right to strike
Rationale Including Aims:	<p>The course provides a new method of dealing with the organisation's longer term human resource issues. By introducing the concept of "human resourcing strategy" it uses a broad brush on the canvas of HR and a full range of perspectives are included in the overall picture. By dealing with human resourcing strategy in this way we follow the shift in the HR paradigm that is taking place in a new millennium.</p> <p>The course is designed to help students to learn about the fundamental concepts of domestic and international HRM and some of the many issues that must be dealt with when implementing an international business plan.</p> <p>The course provides students with enhanced and deepened knowledge and skills to equip them for a career in a diverse range of business organisations.</p> <p>It enhances the development of the students' existing skills base, allowing for a cumulative learning experience.</p>
Learning Outcomes: Knowledge	<p>On completion of this module the successful student will be able to:</p> <ul style="list-style-type: none"> • define and understand the key functions within Strategic Human Resource Management • recognise the contribution that HR services make to the way in which organizations grow and change • provide a critical view of the external business environment and demonstrate appropriate practical responses • evaluate & use SHRM policies and techniques to be used as a strategic response to the global challenges • recognise the link between individual motivators, culture and communication and their role in a high performance culture
Learning Outcomes: Skills	<p>This module will call for the successful student to demonstrate:</p> <ul style="list-style-type: none"> • ability to conduct effective small-scale research (library use, information handling) • effective verbal presentation of ideas • effectiveness in argument and debate with peers • ability to cope with uncertainty (decision making) • positive contribution to group (team) working appropriate evaluative judgements of work produced by self and by peers
Teaching and Learning Strategies:	<p>In each two-hour teaching session we will follow the next course methodology to achieve the desired objectives:</p> <ul style="list-style-type: none"> • Presentation of the lecturer • Lectures are designed to reinforce the cases and explain or supplement the reading materials. • Lectures are supported by videos, simulations, peer-, and group work.



Assessment Scheme:	<p>Assessment is based on the following criteria:</p> <ol style="list-style-type: none">1. Mid-term test: 30 points2. Final test: 30 points3. Group presentations: 30 points <p>Methodology:</p> <ul style="list-style-type: none">– Clarify basic theoretical issues of the topic (1 slide)– Indicate its strategic importance (1 slide)– Show a best practice– Involve class– Show literature used <p>Present your findings to class in 20 mins! Time limit must be kept!</p> <p>Presentations without references are not accepted!</p> <p>Group size: maximum 3 students!</p> <ol style="list-style-type: none">4. HR article: 10 points <ul style="list-style-type: none">– You may choose ANY topic within the frames of Human resources management you find interesting/pioneer/worth distributing to others.– Length: 3-5 pages (with letter-size: 12)– You should summarize the article (one!) and introduce its main findings.– You must indicate the original source otherwise the paper will not be accepted!– The original article can be written in any language, your paper is accepted when written in ENGLISH.– Deadline: last week of the semester
Core Learning Materials:	<ul style="list-style-type: none">• Mathis, R. L., Jackson J. H.: Human Resources Management South-Western College Publishing, Thomson Learning, 2008.• Peter J. Dowling, Marion Festing, Allen D. Engle, Sr.: International Human Resource Management, Cengage Learning EMEA, 2008.
Optional Learning Material:	<p>Any HRM book published after 2008.</p>



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Code	M17VZB14E	ECTS Credit	7,5	HUN Credit	6
Module Title:	ADVANCED ORGANISATIONAL BEHAVIOUR				
Module Leader:	Zsuzsanna Vitai Associate Professor	Office Hours:	published at the beginning of each semester		
Tutorial assistant:	Julianna Németh Ph.D. student	Office Hours:	published at the beginning of each semester		
Telephone:		E-mail:	Julianna Németh: N.A. Zsuzsanna Vitai: N.A.		
Short Description:	In the 21 st century, technical knowledge is essential but insufficient to be productive in the workplace. Students need comprehension of human behavior in organizations, how these affect organizational systems, structure, and productivity. In this module, we will explore some chosen topics in the field that will aid students to deepen their already existing knowledge and enable them to analyze and understand human and organizational processes. No matter what future field of business the student chooses, this module will aid her/him to be efficient and productive in their chosen organization.				
Sessions (weeks): 14					
The schedule is tentative and subject to change!					
1.	Introduction, requirements. How will we work together? Tutorial – getting to know each other				
2.	The role of the environment in the life of organizations Tutorial				
3.	Technology and the 21 st century Tutorial				
4.	Organizational culture Tutorial				
5.	In the framework of motivation, perception and learning (behavioral) performance management Tutorial				
6.	First computer quiz Tutorial – case study analysis in groups				
7.	Work design Tutorial				
8.	Organizational structure and Organization design online no face-to-face class!				
9.	Easter Break!				
10.	Positive OB Tutorial				
11.	Second computer quiz Tutorial – game simulation				



12.	Change and stress Tutorial										
13.	Power online no face-to-face class!										
14.	Course wrap-up national culture presentations										
Rationale including Aims:	In all organizations, the key to success is their people's commitment, engagement, and motivation to work towards the organization's goals. Besides all these students have to learn to work together collaboratively and have to be able to handle stressful situations in the workplace. The knowledge and techniques may be instinctively there in the members, but not in all people. Even if they are there, instinct may not be the answer to complicated problems. The necessary knowledge can be learned and improved via structured studies.										
Learning Outcomes: Knowledge	<ol style="list-style-type: none"> 1. Understanding how organizations operate and what are the reasons for people's behavior 2. Understanding the students' OB related characteristics, enlarging and deepening the already existing knowledge they have 3. Developing students' knowledge base and ability to find the causes of organizational events 4. Improving their analytical and synthesizing abilities to understand and deal with organizational phenomena 										
Learning Outcomes: Skills	<ol style="list-style-type: none"> 1. Ability to handle difficult situations and people 2. Competence in finding the causes of events and reacting to them in the proper way 3. Adeptness in discovering innovative solutions for organizational structuring using 21st-century technology 										
Teaching and Learning Strategies:	The module uses extensive online resources and two weeks will be taught via the net. Class meetings will be using discussions, self-assessment exercises, presentations, and debates. Lectures will be used only to a moderate extent, only to highlight complex issues.										
Assessment Scheme:	<ul style="list-style-type: none"> • Two computer-based exams - 20% each • Class Participation 30%, (15% class presence, 15% activity) • Self-reflection course diary 30% <p>Computer-based exams: 200 points each</p> <p>Class participation:</p> <p>class presence: 150 points</p> <p>class activity: 150 points</p> <p>CI Self/reflection course diary: 300 points</p> <p>Points total: 1000 points</p> <p>Students must pass all of these elements to be deemed to have passed the module! (you have to achieve a minimum of 51% of each element to pass it)</p> <p>The final mark awarded will be determined by the percentage given (as below):</p> <table> <tr> <td>0-50%</td><td>- 1 fail</td></tr> <tr> <td>51-60%</td><td>- 2 acceptable pass mark</td></tr> <tr> <td>61-74%</td><td>- 3 medium grade</td></tr> <tr> <td>75-87%</td><td>- 4 good</td></tr> <tr> <td>88-100%</td><td>- 5 best mark</td></tr> </table>	0-50%	- 1 fail	51-60%	- 2 acceptable pass mark	61-74%	- 3 medium grade	75-87%	- 4 good	88-100%	- 5 best mark
0-50%	- 1 fail										
51-60%	- 2 acceptable pass mark										
61-74%	- 3 medium grade										
75-87%	- 4 good										
88-100%	- 5 best mark										
Core Learning Materials:	Huczynski, A.A., Buchanan, D.A. (2013): Organizational Behaviour 8 th edition, Online resources and handouts										



Optional Learning Material:	Any OB book in the library published post-2010
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Assignments:

Classroom work:

The process of learning in OB is not merely a matter of sitting in class and paying attention: it involves active participation using thinking and offering opinions. A great deal can be learned by listening to the views of others and actively engaging in debate. There is no opportunity to make up for any classes missed the opportunity for active learning has gone forever! Consequently, I expect students to:

- ☞ Read all the assigned material **BEFORE** class and come in prepared
- ☞ Do all the assigned homework and other assignments as asked to
- ☞ Attend all classes and arrive on time
- ☞ Think about concepts and issues
- ☞ Ask questions, especially if something is unclear
- ☞ Participate in tutorial discussions and exercises
- ☞ Perform their share of work in group activities and assignments
- ☞ Ask help from teachers if needed
- ☞ Behave in a professional and courteous manner towards faculty and *fellow students*

Electronic devices in class:

Please bring your laptop, smartphone or tablet to tutorials as we will extensively use the Internet.

HOWEVER!

We will monitor usage, and if you take the easy route to Facebook instead of work that is detrimental to your results and will cause problems with the instructor. In general in lectures, you do not need a computer.

Group work:

You will work in groups in tutorials. The assignment of members will be random on each occasion. You have to:

- work hard in each tutorial
- read the assigned material
- listen carefully to and follow instructions
- help your group mates
- respect each person's opinion but also express your own
- use the knowledge that you obtained in lectures and your studies

Opinions are welcome only if they are grounded in theory.

If you miss tutorials, you will fail the course! You cannot make up for missed classes! The chance of learning how to survive in a workgroup then had gone forever!

Self-reflection course diary

You have to submit by the designated deadline a self-reflection course diary. The requirements:

Content:

- ☐ a reasonably accurate account of what do you think you have learned during the module (we do not ask you to reiterate topics, we are curious about meaningful development)
- ☐ your personal development, how did you start and what are the issues this module helped you with
- ☐ your opinion about the helpfulness/use or meaning of the module

Format:

- Maximum ten pages, one cover page indicating your name and the module name and the title should be "Self-reflection course diary."
- ☐ Please use Times New Roman 12 font, one and a half spacing.
- ☐ If you quote from anywhere then a list of references in Harvard style.
- ☐ *The diary has to be uploaded to the Neptun system of the Faculty by the designated deadline.*
- ☐ Please refrain from using too many pictures, graphs or unnecessary ornaments. We are interested in your thoughts, not your creativity in blowing up page numbers.

You must pass all individual elements of the module to pass the module itself!



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The grading policy dictates that: your final mark is the product of **all** of the points earned throughout the module. **HOWEVER:** if you fail one element and are successful when you re-sit that element, then the points awarded for the re-sit can be only the **minimum points** applicable to that particular item.

All elements that are over 20% have to be passed!

If you fail any of the elements you will get one more option to pass it. If you fail for the second time, you have failed the course! You may take it in the next available occasion that is the next spring!

ACADEMIC POLICIES

Making up:

Making up for classes is not allowed. You need to prepare well in advance for projects. *Any project presented later than the appointed date (no later than the starting time of the class) will automatically suffer a 50% deduction of points.*

Work cannot be handed in more than one week after the appointed date.

NO WORK IS ACCEPTED EITHER HANDWRITTEN OR VIA E-MAIL!

Improving Grades:

Our policy does not permit this! It is impossible to improve any job, homework or module element at any time. (For example, if you gained 51% at the computer examination, the examination cannot be re-sit to improve your mark. You can re-sit the exam only if you gained less than 51%, but you cannot achieve a better score than the maximum points of the pass level!)

Attendance and punctuality:

Attendance and punctual arrival in class is required. Students who are regularly late or absent inevitably tend to perform very poorly in this module. **Medical reasons for absence are accepted, but it is impossible to make up for a missed class, and no points can be earned.** Any student who arrives 15 minutes late is automatically registered as absent, even if he/she comes and participates. You must have consideration for the work of your colleagues who arrived on time. Students who regularly come late will lose 10% of their coursework points.

Academic Honesty:

Academic honesty is imperative. Cheating at any part of the course means the Programme Leader will initiate an official investigation into the affair. Willful plagiarism will result in the total rejection of the work and its re-completion within a given time and for a possible 50% of the original points.

Contact with the lecturers:

Zsuzsanna Vitai: **Monday:** 14 00 - 15 00 p.m.
(or by appointment through Gabriella Kohlmann)
Location: Room 220 in the Main (Green) Building

Julianna Németh: **Monday:** 10.00 a.m. - 10.45 a.m.
Location: Room 220 in the Main (Green) Building

PLEASE DO NOT SEND ME E-MAILS! Academic questions are not to be asked via email but in person. I will erase any student email automatically unread!

BUT

Whenever my door is open, you can come in and talk to me.

For exchange students:

It is always a pleasure to have exchange students in my class. Nevertheless please do not expect extraordinary treatment. You will be handled the same as our registered students, with the same rights and responsibilities. All exams will be on the announced dates; no change is possible. Please carefully book flights and other tickets because the only exception I promise to make is if there is a clash in the exam timetable and you have more on one day that you can handle!

Library: The Library of the Faculty is in the Knowledge Center (Tudásközpont). You can buy textbooks now easily via the Internet- I can help you with that, or, if you need help with the readings, please contact me. PowerPoint files will be available at NEPTUN.

Finally: I acknowledge that these regulations are stringent, but you must bear in mind that this module is both crucial in itself and also your first module in Management. We need to cover a wide area, and some of the material is both detailed and technical. It is essential that you be abreast of everything during the year – and both read and think about the ideas discussed.

Please do not think that you can pass this module by merely studying immediately before the examination: this guarantees failure! All other here not mentioned issues are guided by the Program Handbook!



Code	M17VZB15E	ECTS Credit	7.5	HUN Credit	6
Module Title:	QUALITY MANAGEMENT				
Module Leader:	Dr. Tibor Kiss Lecturer: Dr. Roland Schmuck		Sessions	published at the beginning of each semester	
Telephone:	+36 72 501 599 / 23265 +36 72 501 599 / 23369		E-mail:	kisst@tk.pte.hu roland@tk.pte.hu	
Short Description:	The goal of the course is to show the basic concepts and methods of quality management.				
Sessions (weeks): (The schedule is tentative, and subject to change.)					
1.	Introduction Definition of quality				
2.	History of quality assurance				
3.	Basic principles of quality management				
4.	Quality management tools				
5.	Quality management methods				
6.	Company visit				
7.	Quality policy and quality goals				
8.	Quality management				
9.	TQM, six sigma, EFQM, quality management awards				
10.	Quality management in the organizational structure				
11.	Documents of quality management				
12.	Audit				
Rationale Including Aims:	The aim of this module is to provide students with basic knowledge of quality assurance and quality management showing tools and methods that can be used in practice.				
Learning Outcomes: Knowledge	On completion of this module the successful student will be able to: Understand basic quality assurance and management definitions, including the principles of quality management, Understand the concepts of different quality management systems such as the ISO 9001, TQM, ESG, etc, Develop critical and analytical problem-based learning and transferable skills.				



Learning Outcomes: Skills	<p>This module enhances the development of the students' existing skills base, allowing for a cumulative learning experience. The skills gained in this module are transferable and they can be used in several situations.</p> <p>By the end of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> • ability to have a complex view on quality management, • ability to create and evaluate quality policy and quality goals, • ability to analyse and develop company operations based on the principles of quality management, • ability to use quality management tools and methods, • team work skills are enhanced by group work tasks.
Teaching and Learning Strategies:	<p>The course consists of lectures, where up-to-date principles and tools are introduced by the lecturer.</p> <p>Team work case study presentations give opportunity of analysis and class discussion of these principles in practice.</p> <p>Case studies provide opportunity of a detailed analysis of real-world cases to further develop skills and deeper understand the principles.</p> <p>Company visit helps students experience quality management in practice.</p>
Assessment Scheme:	<p>Assessment is based on:</p> <ul style="list-style-type: none"> • Class-work: presentations, case study solutions, training activity tasks • Final exam <p>Exact pointing system will be announced at the beginning of the semester as the number of case studies and presentations depend on the number of weekly lessons in the semester.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • 0%-51%: fail (1) • 51.1%-59.9%: pass (2) • 60%-74.9%: fair (3) • 75%-87.9%: good (4) • 88%-100%: excellent (5) <p>Maximum 20% missing (3 classes) is acceptable.</p>
Core Learning Materials:	<ul style="list-style-type: none"> • Goetsch, David L. – Davis, Stanley: Quality Management for Organizational Excellence: Introduction to Total Quality. Pearson, 2016 • Slides of lectures and presentations
Optional Learning Material:	<ul style="list-style-type: none"> • ISO 9001 quality management standard • Foster, S. Thomas: Managing Quality: Integrating the Supply Chain, Global Edition. Pearson, 2017 • Schmuck Roland: A minőségirányítás alapjai, Comenius Kiadó, 2010 • Summers, Donna C. S.: Quality Management. Pearson, 2009 • Total Quality Management and Business Excellence journal, Taylor & Francis Group



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Code	M17VZB16E	ECTS Credit	7.5	HUN Credit	6
Module Title:	BUSINESS CONSULTING				
Module Leader:	Dr. Roland Schmuck		Sessions	published at the beginning of each semester	
Telephone:	+36 72 501 599 / 23369		E-mail:	roland@tk.pte.hu	
Short Description:	The aim of the course is to get students familiarized with the concept of business consulting, the basic characteristics and process of consulting, and to get a brief description of different business consulting areas.				
Sessions (weeks): (The schedule is tentative, and subject to change.)					
1.	Introduction, course outline Scheduling students' tasks for the semester				
2.	The consultant and the consulting				
3.	The concept of consulting, introduction to consulting, consulting areas				
4.	The process of consulting				
5.	Student presentations of industry analyses				
6.	Company visit				
7.	Methods of consulting				
8.	Personality and skills of a consultant				
9.	Project management in consulting				
10.	European Union funded projects				
11.	Documents in consulting				
12.	Student presentations of consulting reports				
Rationale Including Aims:	The module enhances the students' knowledge and skills of business consulting. The main aim is for students to be familiar with consulting either on the side of a consultant or the side of a principal. By completing this module, students will understand what a consultant is doing and what to expect from a consultant and what the process of consulting is.				
Learning Outcomes: Knowledge	On completion of this module the successful student will be able to: <ul style="list-style-type: none">• Understand the basic concepts of business consulting• Become familiar with the consulting process• Understand what a consulting is doing and what to expect in a consulting project• Be able to make an industry analysis and a consulting report in a real project				



Learning Outcomes: Skills	<p>This module enhances the development of the students' existing skills base, allowing for a cumulative learning experience. The skills gained in this module are transferable and they can be used in several situations. Skills enhanced in this module:</p> <ul style="list-style-type: none"> • Consulting skills, including professional and interpersonal skills • Skills to analyse business situations and prepare solutions for them • Skills to analyse industries • Team work skills • Presentation skills
Teaching and Learning Strategies:	<p>The course includes lectures, presentations and practical case studies. Lectures make the students familiar with professional knowledge on consulting. Case studies help to develop skills in real consulting situations. Presentations are used to develop interpersonal and presentation skills. Company visit will show the students a real situation and they have to create a consulting report on the case. This enhances the problem analysis skills. Prior to the company visit students have to make an industry analysis of the same industry shows in the company visit to more deeply understand the solvable situation. Most tasks are done in team work enhancing the team work skills.</p>
Assessment Scheme:	<p>Assessment is based on:</p> <ul style="list-style-type: none"> • Industry analysis and consulting report • Class-work: presentations, case study solutions • Final exam <p>Exact pointing system will be announced at the beginning of the semester as the number of case studies and presentations depend on the number of weekly lessons in the semester.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • 0%-51%: fail (1) • 51.1%-59.9%: pass (2) • 60%-74.9%: fair (3) • 75%-87.9%: good (4) • 88%-100%: excellent (5) <p>Maximum 20% missing (3 classes) is acceptable.</p>
Core Learning Materials:	<p>Biswas, Sugata – Twitchell, Daryl: Management Consulting: A Complete Guide to the Industry. Wiley, 2001</p>
Optional Learning Material:	<ul style="list-style-type: none"> • Altman, W. (2008): What's the point of management consultants?. In.: Engineering & Technology (17509637); 7/5/2008, Vol. 3 Issue 12, p. 80-83. • Biech, E. (2007): The Business of Consulting. Pfeiffer • Block, P. (2011): Flawless Consulting: A Guide to Getting Your Expertise Used. 3rd Edition. Pfeiffer. • Economist (2011): Advice for consultants. In The Economist. 6/4/2011, Year 399, Number 8736 • Fodor P. – Weiner J. (2011): Retaining and Motivating Knowledge Workers in Crisis Time – the Case of the Management Consultancy Market. in: Marketing & Management 2011/3. p. 68-78. • Porter, Michael E. (2008): The Five Competitive Forces that Shape Strategy. Harvard Business Review, 2008 January



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Code	M17VZC01E	ECTS Credit	7,5	HUN Credit	6
Module Title:	FINANCE CASES				
Module Leader:	Dr. Vivien Csapi, PhD. Assistant professor		Office Hours:	published at the beginning of each semester	
Telephone:	72/501599, Vivien Csapi ext. 23124		E-mail:	csapiv@tk.pte.hu	
Short Description:	This course requires students to apply theories learnt in basic finance courses especially in the field of corporate finance. The course focuses on issues like financial statement analysis, ratio analysis, financing decisions of corporate operations, investment decisions by the company, management of short and long term operations and their financial aspects. The course is highly quantitative and challenging, requires students to solve problems independently and to refresh basic financial concepts.				
Sessions (weeks): 14					
1.	Capital budgeting / Article 1				
2.	Advanced capital budgeting cases / Article 2				
3.	Working capital management / Article 3				
4.	Advanced issues in Cash and Inventory management / Article 4				
5.	Option cases / Article 5				
6.	Option trading strategies / Article 6				
7.	Q&A session Midterm exam				
8.	Cash flow analysis				
9.	Financial analysis				
10.	Financial forecasting				
11.	Spring break				
12.	Valuation of financial instruments				
13.	Risk and return				
14.	Group project presentations				
Rationale Including Aims:	Student to understand the application of corporate finance theories, capital budgeting problems, debt and equity market situations. Student should be able to apply the learnt theories in these fields.				
Learning Outcomes: Knowledge	On completion of this module the successful student will be able to: <ul style="list-style-type: none">• provide a critical evaluation of a company or financial problem;• compare/contrast the main competing theories of current debate in the framework of real life examples;• evaluate the respective strengths and weaknesses of financial theories in light of real life cases;• explain the diversity of international thinking and perspectives.				
Learning Outcomes: Skills	This module will call for the successful student to demonstrate: <ul style="list-style-type: none">• ability to conduct effective small-scale research (library use, information elicitation and handling, etc.);• positive contribution to group (team) working;• effective verbal presentation of ideas;• effectiveness in argument and debate with peers;• ability to cope with uncertainty (decision making);• appropriate evaluative judgments of work produced (by self and by peers)."				



Teaching and Learning Strategies:	<p>To revisit some theoretical propositions in order to be able to create connection between the materials learnt in the past and real life examples.</p> <p>Classes are concerned beside the analysis of cases with the role of corporate governance in corporate finance decision making. The issue of corporate governance is assessed from different aspects such as from macro and mezzo perspectives. Role of institutional investors, legal background and regional specificity will be observed and discussed as well.</p> <p>Paper discussion and presentation:</p> <p>Students are to form 10 teams and to read and to summarize the weekly articles. The summary of the paper needs to be minimum 5 pages (net) supported by ppt slide show that is to be used during the in-class presentation. The groups should present the papers according to the selection of papers on the first week in class in 30 minutes and should involve class mates in discussions as much as possible. Presentation materials (ppt. and summary) are to be uploaded by every team onto Neptun by the beginning of the class.</p> <p>Project presentation:</p> <p>The 10 teams have to select an article related to the topic of the classes and conduct a research based on that. They present the result of this research to their colleagues, prepare questions to the class that have to be discussed. Presentation cannot take more than 30 minutes, discussion 15 minutes. By the day of the presentation a max 5 (net) page case study is to be uploaded onto Neptun.</p>						
Assessment Scheme:	<p>The grade will be based on the following weights:</p> <table border="0" style="width: 100%;"> <tr> <td>Paper presentations and discussion:</td><td style="text-align: right;">25%</td></tr> <tr> <td>Midterm Exam:</td><td style="text-align: right;">25%</td></tr> <tr> <td>Final</td><td style="text-align: right;">50%</td></tr> </table> <p>Student is required to achieve at least 50% (pass) on the midterm and final exam in order to receive a pass in aggregate.</p>	Paper presentations and discussion:	25%	Midterm Exam:	25%	Final	50%
Paper presentations and discussion:	25%						
Midterm Exam:	25%						
Final	50%						
Core Learning Materials:	<p>Jim DeMello 2003: Cases in Finance, McGraw-Hill Irwin</p> <p>Vernimmen, P. et al. (2005): Corporate Finance: Theory and Practice. Wiley.</p> <p>Gitman, L. (2000): Principles of Managerial Finance. 9th edition, Addison Wesley Publishing Company.</p>						
Optional Learning Material:	<p>Ross, S. A.; Westerfield, R. W.; Jaffe, J. (2005): Corporate Finance. Irwin McGraw-Hill. 7th edition.</p> <p>Brealey, R. A; Myers, S. C.; Allen, F. (2006): Corporate Finance. Irwin/McGraw-Hill.</p> <p>Brigham, E. F; Houston, J. F. (1998): Fundamentals of Financial Management, The Dryden Press.</p>						



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Code	M17VZC02E	ECTS Credit	7,5	HUN Credit	6
Module Title:	ADVANCED MARKETING RESEARCH				
Module Leader:	Krisztián Szűcs, PhD	Office Hours:	published at the beginning of each semester		
Telephone:	+36-72-501-559/23115	E-mail:	szucsk@tk.pte.hu		
Module Assistant:	Péter Németh	Office Hours:	published at the beginning of each semester		
Telephone:	+36-72-501-559/23129	E-mail:	nemeth.peter@tk.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): 15 (1 st week is registration, 8. week is break)					
1. (date)	L: Introduction: context of Marketing Research S: Business Problems Evaluations				
2. (date)	L: Trends in Marketing Research: Role of Technology S: Questionnaire development				
3. (date)	L: Trends in Marketing Research: Secondary Data 2.0 S: Pre-test of the questionnaire				
4. (date)	L: Trends in Marketing Research: Observations, Neuromarketing S: Field work, the structure of SPSS				
5. (date)	L: Trends in Marketing Research: Online Qualitative Techniques S: Database management, SPSS functions				
6. (date)	L: Trends in Marketing Research: Online Quantitative Techniques S: Database management, SPSS functions				
7. (date)	Mid-term Exam S: Database management, importing a database, consistency analysis				
8. (date)	FALL-SPRING BREAK				
9. (date)	L: Applied Marketing Research: Lifestyle & Segmentation Research S: Univariate statistical analysis: frequency, histograms				
10. (date)	L: Applied Marketing Research: Satisfaction Surveys S: Univariate statistical analysis: mean values				
11. (date)	L: Applied Marketing Research: Measuring Brand Performance S: Multivariate statistical analysis: factor analysis				
12. (date)	L: Applied Marketing Research: Media Research S: Multivariate statistical analysis: cluster analysis				
13. (date)	L: Applied Marketing Research: Research in the Retail Industry S: Presentation techniques, chart development				
14. (date)	L&S: Team Presentations				



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Rationale Including Aims:	Main objectives of the course are the following: <ul style="list-style-type: none">– 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– analyse data with SPSS software
Learning Outcomes: Knowledge	Students will <ul style="list-style-type: none">– 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 empirical data.
Learning Outcomes: Skills	Participants will <ul style="list-style-type: none">– perform in teams but also experience working individually,– formulate their own viewpoints and critique others',– organize fieldwork and data analysis,– evaluate their own competences and identify fields to be developed.
Teaching and Learning Strategies:	The course will be taught through lectures and seminars. Active participation is required during the classes. Real-life examples, case studies will be used and discussed in the lectures while empirical data analysis will happen in the seminars. Several guest lectures will be organized to the group during the semester.
Assessment Scheme:	Assessing students' performance is continuous in this course as they need to be prepared for every seminars and work with their own data. For the last class they have to prepare a team presentation (30%) with the research outputs. Lectures are interactive and students have to write a mid-term exam (20%) and take part in an oral final exam (50%).
Further on Assessment:	In order to pass the module a student must get at least 51% from all the three elements of the course assessment.
Core Learning Materials:	Harrison, M., Cupman, J., Truman, O., & Hague, P. N. (2016). <i>Market Research in Practice: An Introduction to Gaining Greater Market Insight</i> . Kogan Page Publishers.
Further Reading Materials:	Kaden, R. J., Linda, G., & Prince, M. (Eds.). (2011). <i>Leading Edge Marketing Research: 21st-Century Tools and Practices</i> . SAGE Publications. Case studies and further reading materials will be available in Neptun's scene.



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Code	M17VZC03E	ECTS Credit	3,75	HUN Credit	3
Module Title:	SOCIAL ENTREPRENEURSHIP				
Module Leader:	Dr. Katalin Erdős, PhD assistant professor	Sessions	published at the beginning of each semester		
Telephone:	+36-72/501-599-23134	E-mail:	erdosk@ktk.pte.hu		
Short Description:	Social entrepreneurship is not a new phenomenon (some argue that it has long existed, though it has not been called this way), but as global social, environmental and economic crises seem to deepen, it seems to gain increased relevance. Unlike in the traditional economic view and pure for profit entrepreneurship, social entrepreneurs do not seek the maximization of business profit, but that of social gain. This does not mean, however, that social entrepreneurship necessarily takes the form of a non-profit organization, also for-profit ventures can follow societal aims and hybrid structures exist too. Social entrepreneurs see opportunities where others only see troubles, devastation and despondency and as a result, they find answers to societal, environmental and economic challenges where other actors (e.g. government and businesses) seem to fail to do so. The important issue is their dedication to achieve their societal mission, to induce system level changes. As Bill Drayton, Ashoka founder said: “Social entrepreneurs are not content just to give a fish or teach how to fish. They will not rest until they revolutionized the fishing industry.”				
Sessions (weeks): 14					
1.	Introduction, course requirements, setting the norms of the group				
2.	What is social entrepreneurship?				
3.	Who is a social entrepreneur?				
4.	Social problems – identifying opportunities				
5.	Business model creation				
6.	Organizational forms				
7.	Mission and social management				
8.	Break				
9.	Social marketing				
10.	Social funding				
11.	Scaling				
12.	Social impact assessment				
13.	Ethics				
14.	Pitch				



Rationale Including Aims:	<p>This course aims to open new perspectives to students by providing insights into social entrepreneurship. It is also an explicit aim to enable students to become social entrepreneurs themselves through increasing their empathy and teaching the basics of business, marketing, fundraising for social entrepreneurship. The course targets that students (among others)</p> <ul style="list-style-type: none"> • understand the essence of social entrepreneurship • grasp global social, environmental and economic problems • determine the system level root cause of the failures • know how to communicate with different stakeholders of the social entrepreneurial community • appreciate the feedback from their peers and external evaluators • work effectively as a team
Learning Outcomes: Knowledge	<ul style="list-style-type: none"> • Recognize the difference between commercial and social entrepreneurs • Discuss the roles of social entrepreneurs in driving social, environmental and economic vitality • Describe the mechanisms of social enterprise formation • Demonstrate the ability to participate effectively as a team member or leader • Prepare and deliver persuasive presentations
Learning Outcomes: Skills	<ul style="list-style-type: none"> • Analyze complex social, environmental and economic problems • Articulate the value of entrepreneurial skills in driving system changes for social gain • Identify and assess opportunities for social entrepreneurship • Use the vocabulary of social entrepreneurship
Teaching and Learning Strategies:	<p>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 to pose to guest speakers (if applicable). Preparing in advance enables students to actively participate in group discourse that also develops their critical thinking. Real-life case studies and individual projects contribute to the development of analytical and complex thinking of students, just as increased creativity, empathy and co-cooperativity.</p>
Assessment Scheme:	<p>Final assignment – 30%</p> <p>Own social venture idea and pitch – 30%</p> <p>Crowdfunding campaign – 20%</p> <p>Class engagement – 20%</p> <p>Final assignment requires that students demonstrate their knowledge and skills developed during the semester. In the final assignment students are requested to analyze in detail a Hungarian social venture (preferably from our region, but not exclusively) along the following aspects: tackling the problem (frame, root cause), the solution (leverage point, strategy for systemic change), and suggestions for improvement of the systemic impact (with a focus either on business model, funding choices, scaling opportunities, evaluation practices – or more of these). Students will work in groups, but will be required to submit individual assignments.</p> <p>Own social venture idea and pitch: every student is required to develop and pitch the idea of a social venture of his/her interest. The idea must be pitched during the last class.</p> <p>Crowdfunding campaign: students are required to develop a crowdfunding campaign related to the social venture they worked with for their final assignments. The campaign must be compiled in accordance with the rules and guidelines of the platform.</p> <p>Class engagement will be assessed based on your contribution to class discussions. Both quantity and quality of contribution matters, not only answers, but good questions that advance discussion are very valuable.</p>



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Core Learning Materials:	<ul style="list-style-type: none"> • Bornstein, David (2007): <i>How to Change the World: Social Entrepreneurs and the Power of New Ideas</i>. Updated ed. Oxford; New York City, NY: Oxford University Press. • Coleman, S. – Kariv, D. (2016): <i>Creating the Social Venture</i>. New York: Routledge • Dees, G. J. – Emerson, J. – Economy, P. (2001): <i>Enterprising Nonprofits: A Toolkit for Social Entrepreneurs</i>. Wiley Publishing • Dees, G. J. – Emerson, J. – Economy, P. (2002): <i>Strategic Tools for Social Entrepreneurs: Enhancing the Performance of Your Enterprising Nonprofit</i>. Wiley Publishing • Nicholls, A. (Ed., 2006): <i>Social Entrepreneurship: New Models of Sustainable Social Change</i>. Oxford: Oxford University Press. <p>Further readings published on Neptun MeetStreet</p>
Optional Learning Material:	<ul style="list-style-type: none"> • Crutchfield, L. R., – McLeod, G. H. (2008): <i>Forces for good: the six practices of high-impact nonprofits</i> (1st ed.). San Francisco: Jossey-Bass. • Eggers, W. D. – Macmillan, P. (2013): <i>The Solution Revolution: How Business, Government and Social Enterprises are teaming up to solve society's toughest problems</i>. Deloitte Global Services Limited. • Elkington, John – Hartigan, Pamela (2008): <i>The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World</i>. Schwab Foundation for Social Entrepreneurship • MacMillan, I. C. – Thompson, J. D. (2013): <i>The Social Entrepreneur's Playbook. Pressure Test, Plan, Launch and Scale Your Enterprise</i>. Philadelphia: Wharton Digital Press • Martin, R. L. – Osberg, S. R. (2015): <i>Getting Beyond Better: How Social Entrepreneurship Works</i> Boston, MA: Harvard Business Review Press • Praszquier, R. – Nowak, A. (2012): <i>Social Entrepreneurship: Theory and Practice</i>. Cambridge: Cambridge University Press • Schwartz, B. (2012): <i>Rippling: How Social Entrepreneurs Spread Innovation Throughout the World</i>. San Francisco: Jossey-Bass. • Shapiro, R. A. (Ed., 2013): <i>The Real Problem Solvers: Social Entrepreneurs in America</i>. Stanford: Stanford Business Books.



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Code	M17VZC04E	ECTS Credit	3,75	HUN Credit	3
Term:			Level:		
Module Title:	TECHNOLOGY COMMERCIALIZATION				
Module Leader:	Dr. Sándor Danka, PhD		Office Hours:	published at the beginning of each semester	
Telephone:	+36-30/3325140		E-mail:	danka.sandor@tk.pte.hu	
Short Description:	The course will introduce students to technology commercialization. The process that consists of problem analysis, ideations, technological development, innovation management, licensing, institutional cooperation. Students will also learn from practicing and experiencing a process of product and technology development. This covers a detailed analysis of technological aspects, viability and recommendations of a given product.				
Sessions (weeks): 14 (7 th week is break)					
Schedule is tentative and subject to change.					
1. (date)	Intro: Technology Commercialization, overview of the class				
	Student datasheet assignment				
2. (date)	Process of innovation and introduction to relevant technologies				
	Case study 1				
3. (date)	Sources of technology				
	Ideation process 1				
4. (date)	Invention and breakthrough technologies, technology transfer prices				
	Formulation of groups. Group work 1				
5. (date)	The concept of intellectual property, developing and testing a technology business concept				
	Ideation process 2				
6. (date)	Licensing intellectual property, evaluation protocols				
	Group work 2				
7. (date)	Break				
8. (date)	Midterm test				
9. (date)	Construction of High-tech business models, and patenting				
10. (date)	Building a team for development and management				
	Possible field trip				
11. (date)	Financing a technological innovation				
	Case study 2				
12. (date)	Product development strategies, moving from R&D to Operations				
	Planned guest speaker				
13. (date)	Technology adaptation cycle				
	Market intelligence research				
14. (date)	Institutional support opportunities				
	Licensee Review				



Rationale Including Aims:	<p>During the course the student will become familiar with the process of technological innovation commercialization. The students will have an understanding of the relevant terminologies, literature and trends.</p> <p>The course will teach students to :</p> <ul style="list-style-type: none"> • understand the process of innovation • distinguish the difference between business and engineering logic • identify the key issues of innovation management • work effectively as a team
Learning Outcomes: Knowledge	Students will be able to recognize technology opportunities in diverse areas. They will be able to define the detailed path for innovative product service and technology development and commercialization, and to distinguish between potential and inadequate solutions..
Learning Outcomes: Skills	The students will be able to understand science-based inventions, patenting and various development procedures, the manner of managing tasks in an atypical work environment, and to choose and apply these aspects correctly for defined instances.
Teaching and Learning Strategies:	<p>In each two-hour teaching session we will follow the next course methodology to achieve the desired objectives:</p> <ul style="list-style-type: none"> • Presentation of the lecturer • Lectures are designed to reinforce the cases and explain or supplement the reading materials. • Group and individual tasks are to be fulfilled <p>Lectures are supported by videos, simulations, peer-, and group work</p>
Assessment Scheme:	<p>Classroom group work: 20%</p> <p>Computer lab group work: 10%</p> <p>Midterm exam: 20%</p> <p>Final exam: 50%</p>
Further on Assessment:	<p>Classroom group work: During the course random teams will be formed of 3-4 students, and based on the group's performance, each week, each student will gain the same point in one group. The goal of the group work is to start and manage a technological innovation process.</p> <p>Computer lab group work: Some practice oriented group works will be focused on research related to some defined technology commercialization instances. For this students will have to create hand in the results of their research.</p> <p>Students will also have an assignment on their field trip. This will cover key questions related to the visited company. .</p>
Core Learning Materials:	<ul style="list-style-type: none"> • Jolly, V.K. (1997), Commercializing New Technologies, Harvard Publishing, Boston, MA. • Overholt, S.D. (2012), Mastering Technology Commercialization: Inventions; Patents; Markets; Money, Steven David Overholt
Further Reading Materials:	<ul style="list-style-type: none"> • Schaufeld, J. (2015), Commercializing Innovation: Turning Technology Breakthroughs into Products, Apress • Shane, S. (2004), Academic Entrepreneurship: University Spinoffs And Wealth Creation, Edward Elgar. • Touhill, J., Touhill, G.J. and O'Riordan, T.A. (2008), Commercialization of Innovative Technologies: Bringing Good Ideas to the Marketplace, Wiley-AICHe.



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Code	M17VZC05E	ECTS Credit	3,75	HUN Credit	3
Module Title:	ENERGY MANAGEMENT				
Module Leader:	Dr. Márta Somogyvári, PhD associate professor	Office Hours:	published at the beginning of each semester		
Telephone:	+36-72/501-599-23384	E-mail:	somogyv@ktk.pte.hu		
Short Description:	Energy is a key factor in modern society and every entrepreneur should face the problem of fossil energy use and the challenges of the emerging energy transition. The aim of the course is to give an overview of fossil energy markets and renewable energy technologies and innovative business models of energy services. The course is intended to provide the students with a pragmatic approach that will help to formulate and implement an energy management system for a production or a service company				
Sessions (weeks): 14					
Schedule is tentative and subject to change.					
1.	Introduction				
2.	Fossil and nuclear energy markets				
3.	Power grid and liberalization of the electricity market				
4.	Renewable energy technologies (solar, wind)				
5.	Renewable energy technologies (biomass, geothermal energy, water, waste)				
6.	Heating				
7.	Transporting				
8.	Break				
9.	Midterm				
10.	Energy management process				
11.	LCA analysis and LCC analysis				
12.	Energy investment projects				
13.	The future energy transition				
14.	Final exam				



Rationale Including Aims:	<p>This course aims to enable students to overview and understand the energy markets and the importance of energy services for every company.</p> <p>The course targets that students (among others)</p> <ul style="list-style-type: none"> • understand the energy supply chain • understand the importance of electricity • recognize the role of energy services in a production and a service company • recognize the competitive advantage of proper energy mix in a company
Learning Outcomes: Knowledge	<ul style="list-style-type: none"> • Fossil energy markets, supply and demand, price fluctuations • Renewable energy technologies and energy conservation • Energy services • Energy management system
Learning Outcomes: Skills	<ul style="list-style-type: none"> • Monitoring energy demand and primary energy use in a company • Creating and leading an energy management team • Identifying renewable energy options for energy services • Calculating life cycle costs for distributed energy conversion appliances
Teaching and Learning Strategies:	<p>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 plan an energy management process for a production or service company.</p>
Assessment Scheme:	<p>Final exam – 30%</p> <p>Midterm exam – 20%</p> <p>Semester paper – 30% :</p> <p>Class engagement – 20%</p>
Further on Assessment:	<p>Final exam and midterm exam are written exams.</p> <p>Semester paper describes an energy management process. The main points are: forming an energy management team, identifying energy demand, elaborating measures to energy conservation and establishing an energy mix with renewable energy.</p> <p>Class engagement will be assessed based on the contribution to class discussion.</p>
Core Learning Materials:	<p>Capehart, B. L. (2006) Guide to energy management. Fairmont Press</p> <p>Eggink, J. (2007), Managing energy costs: a behavioral and non-technical approach. Fairmont Press</p> <p>Russell, Ch. (2010) Managing energy from the top down: connecting industrial energy efficiency to business performance. Fairmont Press.</p> <p>Turner W.C (2005) Energy Management Handbook. Fairmont Press</p> <p>Further readings published on Neptun MeetStreet</p>



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APPENDIX 2

MODULE EVALUATION FORM



	definitely agree	mostly agree	neither agree or disagree	mostly disagree	definitely disagree
Name of module leader and module:					
1.The module learning outcomes were clearly expressed					
2. The taught sessions have helped me achieve the module learning outcomes					
3. The taught sessions have been well structured					
4. The taught sessions have been intellectually stimulating					
5. I have been given the opportunity to participate actively in taught sessions					
6. I have had the opportunity to consult my tutor concerning my work					
7. I have received helpful feedback on my work					
8. The assessment requirements have been easy to understand					
9. I feel that the assessment has allowed me to demonstrate that I have achieved the learning outcomes					
10. I have found that the workload for this module has been manageable					
11. I found that the learning materials provided as part of the module were useful					
12. The lecturer was receptive to students' ideas for this module					
13. I would recommend this module to other students					
14. Overall I am satisfied with the quality of this module					
15. What was the best aspect of this module?					
16. What was the worst aspect of this module?					
17. Please write any constructive comments on this module.					



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 the grade is fair or below remarks are compulsory):

Questions for oral defence of Thesis:

1.

2.

Pécs,.....

 Examiner's signature



APPENDIX 4

Stipendium Hungaricum Program Operational Regulations