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| **Hospitality Management (Hotellerie) in English  Bachelor of Science (BSc)** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Economics, business and methodological knowledges** | | | | | | | | | | | | | | | | | | | | | | | | |
| course name | year I | | | | | | | | year II | | | | | | | | year III | | | | | | | |
| sem 1 | | | | sem 2 | | | | sem 3 | | | | sem 4 | | | | sem 5 | | | | sem 6 | | | |
| hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex |
| th | pr | th | pr | th | pr | th | pr | th | pr | th | pr |
| Microeconomy |  |  |  |  | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Macroeconomy |  |  |  |  | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Statistics |  |  |  |  | 3 | 1 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business Organizations in Global Context |  |  |  |  |  |  |  |  | 3 | 1 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |
| Marketing |  |  |  |  |  |  |  |  | 3 | 1 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |
| Business Environment |  |  |  |  |  |  |  |  | 3 | 2 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |
| Finance For Hospitality Managers |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |
| Accounting For Hospitality Managers |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |
| Information Technology | 0 | 5 | 5 | p |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Communication Skills | 0 | 4 | 5 | p |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Managing Communication | 0 | 4 | 5 | p |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presentation |  |  |  |  | 0 | 4 | 5 | p |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Research Project |  |  |  |  | 2 | 2 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Optional | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Summary** | **3** | **13** | **20** |  | **11** | **7** | **25** |  | **9** | **4** | **15** |  | **6** | **0** | **10** |  | **0** | **0** | **0** |  | **0** | **0** | **0** |  |
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| **Social sciences** | | | | | | | | | | | | | | | | | | | | | | | | |
| course name | year I | | | | | | | | year II | | | | | | | | year III | | | | | | | |
| sem 1 | | | | sem 2 | | | | sem 3 | | | | sem 4 | | | | sem 5 | | | | sem 6 | | | |
| hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex |
| th | pr | th | pr | th | pr | th | pr | th | pr | th | pr |
| People Management | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Law | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business Law |  |  |  |  | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Human Resource Management |  |  |  |  |  |  |  |  | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |
| Cultural Anthropology |  |  |  |  |  |  |  |  | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |  |  |  |  |
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| Optional |  |  |  |  |  |  |  |  | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Summary** | **6** | **0** | **10** |  | **3** | **0** | **5** |  | **9** | **0** | **15** |  | **0** | **0** | **0** |  | **0** | **0** | **0** |  | **0** | **0** | **0** |  |
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| **Specialist training courses** | | | | | | | | | | | | | | | | | | | | | | | | |
| course name | year I | | | | | | | | year II | | | | | | | | year III | | | | | | | |
| sem 1 | | | | sem 2 | | | | sem 3 | | | | sem 4 | | | | sem 5 | | | | sem 6 | | | |
| hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex | hours | | cr | ex |
| th | pr | th | pr | th | pr | th | pr | th | pr | th | pr |
| People in Organizations |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 2 | 5 | k |  |  |  |  |  |  |  |  |
| Leadership and Management |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 5 | k |  |  |  |  |  |  |  |  |
| Public relations |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |
| Tourist Destinations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 2 | 6 | k |  |  |  |  |
| Personal Leadership and Management Development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |  |  |  |  |
| Finance and Funding in the Travel and Tourism Sector |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |  |  |  |  |
| The Management of Visitor Attractions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |  |  |  |  |
| Passenger Transport Operations |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |  |  |  |  |
| Travel and Tourism Organizations in a Global Context |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 2 | 6 | k |
| Sustainable Hospitality and Tourism Development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 2 | 6 | k |
| Marketing Strategies for Hospitality &Tourism |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |
| Emerging Issues in the Tourism Industry |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 2 | 6 | k |
| Strategic Impact of the Business Environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 0 | 6 | p |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Optional |  |  |  |  |  |  |  |  |  |  |  |  | 3 |  | 5 |  |  |  |  |  |  |  |  |  |
| **Summary** | **0** | **0** | **0** |  | **0** | **0** | **0** |  | **0** | **0** | **0** |  | **12** | **3** | **20** |  | **15** | **6** | **30** |  | **15** | **7** | **30** |  |
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| **Optional course-units** | | | | | | | | | | | | | | | | | | | | | | | | |
| course name |  | | | | | | | | | | | | | | | | | | | | | | | |
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| E-marketing |  | 3 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethics in Business | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Future Research | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Geopolitics | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| History and Culture | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Introduction to the international development | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Issue management |  | 3 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mass Communication | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Political Economy | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Political Science | 3 |  | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Psychology and Transaction Analysis |  | 3 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Symbology |  | 3 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Total Sum** | **9** | **13** | **30** |  | **14** | **7** | **30** |  | **18** | **4** | **30** |  | **18** | **3** | **30** |  | **15** | **6** | **30** |  | **15** | **7** | **30** |  |
| **Contact Hours (GLH)** | 308 | |  |  | 294 | |  |  | 308 | |  |  | 294 | |  |  | 294 | |  |  | 308 | |  |  |

**ECONOMICS, BUSINESS AND METHODOLOGICAL KNOWLEDGES**

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| **Name of the Unit: Microeconomics** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 2 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The purpose of teaching the subject is to develop economic mentality in the students, and to provide foundation of the knowledge of economic processes.  **2. Course contents:**   * Course description, the economy: management, scarcity, resources. Economic frameworks. Measurement of economic performance. * The market and the mechanism of market: the features and illustration of the figures of supply and demand. Assessment of the market situation. Equlibrium price, calculation of equlibrium quantity. The Marshallian-cross. * The role of households in the economy: needs, utility, settling preference. The cardinal and ordinal explanation of utility. The system of the indiference curves. * The short-term consumer decision making processes in households: the income limit. The consumer optimum, and consumer equilibrium. The impact of price and income changes on demand. * Calculation of flexibility index. Individual income curve. Economic surplus. * Behaviour of households on factor market: households on labour- and stock market. * The role of corporations in economy and production: the theory of production. The production figures. Marginal and average production performance. The system of isoquants. Economies of scale. * Costs of a producing company: incomes and profits. Unit costs. Cost functions. Identification of effective production processes. * Corporation supply on the market of consumer goods: profit maximization, loss minimization. Idetification of the break-even point, and the liquidation point. * Individual supply, market supply. Identification of the outputs resulting profit maximization. * Market structures. Monopoly, the supply of monopoly. The deadweight effect. Price discrimination. * Corporations on production factor markets: The demand of corporation and industrial input factors. The supply of factor markets. The definition of factor prices based on marginal production. * The partial and general equlibrium. * The market failures: externailities and welfare loss.   **3. Obtainable general and professional competencies:**  Recognition of the decision making processes of economic operators, and its analysis with the approaches of microeconomics.  Acquirement of basic economic terminology, and the definitions, concepts and coding of economy in English. | |
| **Specialized Literature** | |
| **Required Literature**  Sloman, J. et al. (2010). *Economics for Business*. Financial Times Prentice Hall.  **Additional Readings.**  Nicholson, W. and Snyder, C.M. (2011). *Microeconomic theory: Basic principles and extensions.* CENGAGE Learning Custom Publishing. | |
| **Lecturer’s name: MARTUS, Bettina** | |

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| **Name of the Unit: Macroeconomics** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 2. | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The purpose of teaching the subject is to develop macroeconomic mentality in the students, and to acquaint tipical issues of economic policy.  **2. Course contents:**   1. **Introduction to economic policy**   Beside the basic definitons of macroeconomy, the lecture will provide introduction to the main tools and quandaries of economic policy.  Syllabus:   * Basic quandaries of macroeconomics * Budget policy, deficit and crowding out effect * Monetary policy * Economic growth and stability  1. **The definition and economic role of money**   The lecture will present the one of the most determining tools of everyday life, money. Beside the basic definitions and mechanisms (e.g. cash-generating), the lecture will discuss the connection between money and real economy based on different macroeconomic frameworks.  Syllabus:   * Money (definition, functions, types…) * Money and inflation * Money and real economy  1. **Connection between financial intermediary system and real economy**   In general, the basic macroeconomic lectures do not touch upon this important connection. Nowadays, after several banking crises with serious consequences, we cannot deny that the financial intermediary system affects substantially the real economy. The matter cannot be circumvented either for the purposes of the interpretation of the currently local, and international economic situation.  Syllabus   * Functions of the financial intermediaries in economy: classic perception, Schumpeter [1912], Siamond [1984] * Connection of financial intermediary system and real economy, the most important theories: Fischer [1933], Keynes [1965], Gurly – Shaw [1955], Modigliani-Miller, Firedman – Schwartz [1963] * Definition of pro-cyclicality (the credit cycle strenghtens the economic cycle), and the main empirical works (national and international) * The reasons and macroeconomic consequences of the international credit crunch initiated from the USA in 2007/2008  1. **The consumption and saving behaviour of households**   Due to its size, the consumption cost of households is one of the most significant macro indicators. The lecture will present the basic theories and the newest internatinal empirical facts of the consumption and saving behaviour of households.  Syallabus:   * Basic theoretic models: life-cycle hypothesis of Modigliani – Brumberg [1952/1980], permanent income hypothesis of Friedman [1957] * The consumption behaviour of the households cannot be explained perfectly with the above, additional theories are needed: credit limit, dispose pattern, prudence, short sight, demography. * National empirical works  1. **Current situation in macroeconomics and economic policy**   Based on the knowledge acquired during the course, some current important economic political and macroeconomical matters will be discussed with the students.  **3. Obtainable general and professional competencies:**   * Acquirement of the basic macroeconomic definitions, main tools and choices of economic policy. * Recognition of the relations of monetary and real economy. * Analysis of the consumption and saving behaviour of households. | |
| **Specialized Literature** | |
| **Required Literature**  Mankiw, G.N. (2012) .*Principles of Macroeconomics*. Mason: CENGAGE Learning Custom Publishing.  **Additional Readings.**  Farmer, R. (2001). *Macroeconomic*s. South-Western.  Gartner, M. (2013). *Macroeconomics.* Pearson Education. | |
| **Lecturer’s name: MARTUS, Bettina** | |

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| **Name of the Unit: Statistics** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 2. | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The purpose of the subject is the acquirement of the main approaches of processing the statistical information based on empirical data.  **2. Course contents:**   * Basic definitions of Statistics * Data base establishment, types of variables, types of measuring scales * Data distribution, graphical presentation * Discrete data distribution, continous data distribution, methods of graphical presentation * Statistical indicators used for data conclusion * Measures of central tendency * Diffusion indexes * Sampling * Mathematical basics of sampling * Types of sampling * Measurement of the connection between two variables * Connections between qualitative variables * Connection between qualitative and quantitative variables   **3. Obtainable general and professional competencies:**  Data collection, data systematization, data processing, data analysis. | |
| **Specialized Literature** | |
| **Required Literature**  Peck, R., Olsen, C. and DeVore, J.L. (2007). *Introduction to statistics and data analysis*. Wadsworth Publishing Co.  **Additional Readings.**  Barlow, R.J. (1989). *Statistics: A guide to the use of statistical methods in the physical sciences*. John Wiley & Sons. | |
| **Lecturer’s name:** **MARTUS, Bettina** | |

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| **Name of the Unit: Business Organizations in Global Context** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 3 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Learners will appraise the global business environment and its impact on business strategy and operational activities. The course requires the learner to review the macro-environment within a specific country of their choice.  **2. Course contents:**   * Key differences between organisations working in different sectors, industries and contexts * Responsibilities and strategies of organisations operating globally * How performance of national economy impacts on the activities of business organisations * Measures taken by governments to influence the activities of business organisations * Implications of global integration on business organisations * Effect of international trade on domestic products and services * Impact of the global economy on businesses * How ICT technologies have facilitated globalisation   **3. Obtainable general and professional competencies:**  Students will be able to carry out a review of the global environment in which businesses are currently operating in selected countries and they can formulate strategies to address issues affecting business activities in the named country. | |
| **Specialized Literature** | |
| **Required Literature**  Sawyer M., (2004). *The UK Economy: A Manual of Applied Economics*. 16th edition. OUP.  Mankiw, G., (2011). *Principles of Economics 6e Cengage*.(Also Middle East Edition available from January 2012)  **Additional Readings.**  Morrison J., (2006). *International Business Environment: Global and Local Marketplaces in a Changing World*, Palgrave Macmillan. | |
| **Lecturer’s name: DÉKÁNY, Bernadett** | |

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| **Name of the Unit: Marketing** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 3. | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Understanding and applying the fundamental principles and pratices of marketing through sound case studies.  **2. Course contents:**   * Definition of marketing * Contribution of marketing to the achievement of business objectives * Analysis of the external factors influencing marketing * The role of marketing in a not for profit business * Elements of the marketing process and of the marketing mix * Methods and benefits of segmenting markets * Methods of researching a market * How current technology impacts on marketing activity * Aplication of the marketing mix in a specific business * Distribution, positioning and pricing * Promotional strategy * Developing a marketing plan for a specific product or service: strategic aims and objectives, target market/s for marketing activity, with justification * Macro and micro environmental factors influencing the marketing planning * Marketing mix for the product or service   **3. Obtainable general and professional competencies:**  Learners will gain knowledge and understanding of important aspects of marketing, as the  subject relates to business. Learners will demonstrate their understanding by applying appropriate marketing theory to a chosen organisation or product. This includes producing an actual marketing plan for a stated product or service. | |
| **Specialized Literature** | |
| **Required Literature**  Kotler, P. and Dubois, B. (1994). *Marketing management*. Publi-Union.  **Additional Readings.**  Burk W. (2010) *Essential Guide to Marketing Planning.* Pearson.  Hall, R. (2009) *Brilliant Marketing.* Pearson.  McDonald, M. H.B. (2011) *Marketing Plans: How to prepare them, how to use them.* Wiley. | |
| **Lecturer’s name: TARNAI, Tímea** | |

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| **Name of the Unit: Business Environment** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 2 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 3 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To familiarise students with elements and impacts of the broader business environment, including responsibilities and strategies applied in this regard.  **2. Course contents:**   * Purposes of different types of organisation * Objectives of different stakeholders * Responsibilities of an organisation and strategies applied to meet them * Nature of the national environment in which businesses operate * How economic systems attempt to allocate resources effectively * The impact of fiscal and monetary policy on business organisations and their activities * The impact of competition policy and other regulatory mechanisms on the activities of a selected organisation * Behaviour of organisations in their market environment * How market structures determine the pricing and output decisions of businesses * Market forces shaping organisational responses * Business and cultural environments shaping corporate behaviour * The significance of the global factors, international trade, international organizations and policies that shape national business activities   **3. Obtainable general and professional competencies:**  Learners will learn about how business environments work in synergy with stakeholders such as government, competitors, consumers and suppliers and how they are affected by global factors. Learners will also explore how pricing, behaviours and business decisions are influenced by different market structures. | |
| **Specialized Literature** | |
| **Required Literature**  Worthington, I. and Britton, C. (2003). *The Business Environment.* Prentice Hall.  **Additional Readings.**  Capon, C.,(2009) *Understanding the Business Environment* 3rd Edition, Prentice Hall.  Morrison J., (2006) *International Business Environment: Global and Local Marketplaces in a Changing World*, Palgrave Macmillan.  Mullins, L. J.,(2010) *Management and Organisational Behaviour*. Prentice Hall. | |
| **Lecturer’s name:** **TARNAI, Tímea** | |

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| **Name of the Unit: Finance For Hospitality Managers** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 4 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Students will study the basic topics of finance. They will familiarize themselves with the role of money, the financial system. The content include banking andd the finance of government, fiscal and monetary police. Issues of international finance will also be covered.  **2. Course contents:**   * The financial system. Finance of government. International finance. * Establishment of money. Methods of money creation. Connections between the theories of monetary policy. * The bank system. The Hungarian bank acts. Legislation of credit institutions. The role of ”Governal Custody of Financial Organizations” (PSZÁF). * Bank activities. The operating principles of financial markets. Stock market, activities and legislation of stock market. * International financial system. Legislational and expected elements of the credit institutions and public finances by the European Union.   **3. Obtainable general and professional competencies:**  Learners will acquire the basic topics of national and international Finance. | |
| **Specialized Literature** | |
| **Required Literature**  Sharma, N. K., Dr. (2009). *Text book of Banking and Finance.* Sunrise Publishers.  **Additional Readings.**  Brealey, R. A. et al. (2007). *Principles of Corporate Finance*. The McGraw-Hill Companies. | |
| **Lecturer’s name:** **KISS, György** | |

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| **Name of the Unit: Accounting For Hospitality Managers** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 4 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Accounting will prepare the students to gain knowledge on accounting based on the economy of corporations, and on preparing reports. Students will study the basic methodology of preparing balance sheet and income statement.  **2. Course contents:**   * Reviewing course requirements. The place and role of accounting in economy. International practice and legislation of accounting. Development and legislation of accounting in Hungary. * The conception of asset of accounting. Balance sheet and income statement. Valuation procedures. The content of balance sheet items. Presenting an accounting balance sheet and income statement of a corporation as a case study. * The content of Accounting Law. The operation of the information system of accounting. The role and elements of annual report. Auditing. Disclosures. Array of accounts, chart of accounts, adherence to rules on documentation. Stocktaking. * Content of economic events. Economic activities and their grouping. The role, and system of general ledger account. The essence, and types of accounting. * Double-entry bookkeeping in practice. Basic activities of balance sheet accounting. Introducing income accounts. The content of income statement. Returns. Expenses. Solving case studies. * Opening general ledger accounts from balance sheet, accounting entries 1-4 on general ledger accounts of classes of accounts, closure, and the closure of accounts. Solving case studies. * Accounting entries in the 5-9 classes of accounts. Preparing income statement. Income ascertaining. Connections between the balance sheet and income statements. Reviewing the exam.   **3. Obtainable general and professional competencies:**  The course is essential for the students to meet the requirements, to gain knowledge on the content and preparing process of an annual report. | |
| **Specialized Literature** | |
| **Required Literature**  Parminder, J., Vickerstaff, B. and Johal, P. (2012). *Financial accounting*. Hodder Education.  **Additional Readings.**  Brealey, R. A. et al. (2007). *Principles of Corporate Finance*. The McGraw-Hill Companies. | |
| **Lecturer’s name:** **KISS, György** | |

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| **Name of the Unit: Information Technology** | **Credit value: 5** |
| **Type of unit, number of hours:** 0 theory 5 practice | |
| **The method of assessment:** term mark | |
| **Course curriculum location:** semester 1. | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The purpose of the subject is to develop information technological mentality in the students. The students will also learn about the claims and angles of proper handling of everyday life information.  **2. Course contents:**   * Formulae and figures. Input methods. Common figures. Converting formulae and figures into value. Error message, error analysis. * Other actions: freezing panes, naming cells, sort data, searching and replace, actions with charts. * Model objects and pictures. Textboxes, symbols. * Graphs and diagrams. Types of diagrams. Preparing graphs and diagrams. Modifing graphs: relocation, resizing, formating data, modification of the type of the graph, modification of the source data. * Basic operation of Power-Point. Stock transactions. Inserting slides. Formating texts: modifing the features of fonts and paragraphs. Inserting and editing charts, and text boxes. * Graphic elements: inserting pictures on the slides, ClipArt, lines, shapes, diagrams. Videos, audiofiles, and music. Setting options of the slideshow. Printing slides. * Data transfer between Word, Excel, Power-Point.   **3. Obtainable general and professional competencies:**  Computer handling, basic computer knowledge, graphics, basic web designer knowledge. | |
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| **Required Literature**  Downloadable ECDL course books  **Additional Readings.**  Fothergill, S. (2008). *Business is from Mars, IT is from Venus: Understanding IT Governance and Security*. J Wiley and Sons.  McKenzie, J. and van Winkelen, C. (2003). *Understanding the Knowledgeable Organisation: Nurturing Knowledge Competence*. Thomson Learning. | |
| **Lecturer’s name:** | |

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| **Name of the Unit: Communication Skills** | **Credit value: 5** |
| **Type of unit, number of hours:** 0 theory 4 practice | |
| **The method of assessment:** term mark | |
| **Course curriculum location:** semester 1. | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Familiarize stundents with the practical application and theoretic knowledge of professional communciation.  **2. Course contents:**   * Understand how internal communication takes place within organisations * Understand how organisations communicate with customers * Understand the factors that impact on the effectiveness of communications * Be able to present oral information effectively * Be able to communicate effectively in writing   **3. Obtainable general and professional competencies:**  Acquirement, and application of the purpose, tools, and typical features of business communication. | |
| **Specialized Literature** | |
| **Required Literature**  Amos, J. (2002). *Making Meetings Work.* How to Books.  **Additional Readings.**  Brake, D. (2003). *Dealing with E-mail*, Dorling Kindersley.  Brounstein, M. (2001). *Communicating Effectively for Dummies*, John Wiley & Sons Inc.  Heller, R. (1998). *Communicating Clearly*, Dorling Kindersley.  Hindle, T. & Heller, R. (1998). *Managing Meetings*, Dorling Kindersley.  Hindle, T. (1998). Making Presentations, Dorling Kindersley.  Khan-Panni, P. (2001). *2-4-6-8 How do you Communicate?*, How to Books.  McConnon, S. (2002). *Presenting with Power.* How to Books. | |
| **Lecturer’s name:** **KISS, György** | |

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| **Name of the Unit: Managing Communication** | **Credit value: 5** |
| **Type of unit, number of hours:** 0 theory 4 practice | |
| **The method of assessment:** term mark | |
| **Course curriculum location:** semester 1. | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Students will learn about the approaches of marketing communication, the advertising media, the advertising tools, and the application, and usage of these.  **2. Course contents:**   * Marketing mix. The interpretation of 4P * The elements of 4P * Some aspects of the communication tehory * The connection between communication theory and marketing theory * The definition of marketing communication * The definition of market manipulation, its connection with the elements of marketing communication * The elements of marketing communication, their practical application: * image, measuring image and image design * The connection between PR and marketing in the corporation practice * Analysing advertising campaigns * Designing shopping motivation sales * Sponsoring * Brand, trade mark strategy in practice * The usage of POS, POP * Tools of marketing communication * Message * The connection of the carrier * Different groupings of the tools (the importance of these groupings)   **3. Obtainable general and professional competencies:**  The students will be familiarized with the newest marketing techniques, and they will be able to apply them in practice. | |
| **Specialized Literature** | |
| **Required Literature**  Mutch, A. (2008). *Managing Information and Knowledge in Organisations*. Routledge.  **Additional Readings.**  McDonald, Malcom H.B. (2011), *Marketing Plans: How to prepare them, how to use them (7th ed).* Wiley. | |
| **Lecturer’s name:** **KISS, György** | |

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| **Name of the Unit: Presentation** | **Credit value: 5** |
| **Type of unit, number of hours:** 0 theory 5 practice | |
| **The method of assessment:** /term mark | |
| **Course curriculum location:** semester 2 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The students will learn how to develop a presentation, how to handle presenting situations. They will be able to configure the appropriate content, and form, they will be able to adopt the claims of the audience. Their self-knowledge about their own presentation skills will be improved, the most common technical possibilities will be presented.  **2. Course contents:**   * The communication theory basis of presentation * Interpersonal communication basics, protocol, clothing, style * Structure of presentations, the role of colours and symbols in a presentation * The types of presentations – personal, audio-, and videomaterials, individual, institutional, and product presentations * Preparing to a presentation: what, why, who, when, where and with what do we communicate * Preparing a presentation plan * Environmental analysis, audience analysis: age, sex, decision-making position. Motivation of decision-making * The background of the software of the presentation preparation * Tools of attention maintenance, conflict management during the presentation * Introduction, eye-catching, obtaining cooperation, acquirement of trust * Manipulation of capacity and spirit: use of presentation tecniques, and tools, surprise, preparation of the atmosphere * Basic rules of a speech open to the public * Use of technical tools, and the aspects of the selection of the tools   **3. Obtainable general and professional competencies:**  Basic knowledge on the techniques of speech delivering and rethoric  Usage of the software of presentation preparation  Basic knowledge on the techniques of presentation  Execution and practice of presentation | |
| **Specialized Literature** | |
| **Required Literature**  Tufte, E.R. (2001). *The visual display of quantitative information*. Graphics Press USA. | |
| **Lecturer’s name:** **TARNAI, Tímea** | |

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| **Name of the Unit: Research Project** | **Credit value: 5** |
| **Type of unit, number of hours:** 2 theory 2 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 2 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To learn to carry out a comprehensive piece of research on a chosen area with appropriate methods. Selection of the topic and and the methodology is guided during the course.  **2. Course contents:**   * Determining and validating appropriate areas for research * Suitable research approaches, questions/hypotheses for selected area of research * Relevant research * Research proposal for chosen area of research * Research methods * Ethical issues relating to research * Analysis of research findings and generating valid conclusions * Evaluating research and presenting results and conclusions * Evaluating research methods, techniques and findings   **3. Obtainable general and professional competencies:**  Ability to outline research proposals and processes and to carry out the valid research plans. | |
| **Specialized Literature** | |
| **Required Literature**  Davies, M. B., (2007). *Doing a Successful Research Project: Using Qualitative or Quantitative Methods*. Palgrave Macmillan.  **Additional Readings.**  Polonsky, M. J., and Waller, D. S., (2010). *Designing and Managing a Research Project: A Business Student's Guide.* 2nd ed. Sage Publications Inc.  Saunders, M. N. K., Thornhill, A., and Lewis, P., (2012). *Research Methods for Business Students*. 6th ed. Financial Times / Prentice Hall.  Silverman D. (2010). *Doing Qualitative Research*. 3rd Ed. Sage. | |
| **Lecturer’s name:** **MARTUS, Bettina** | |

**SOCIAL SCIENCES**

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| **Name of the Unit: People Management** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 1 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To gain an understanding of organisations as teams, to study and apply human resource management strategies and team developments.  **2. Course contents:**   * Organisational structure and their impacts on people in organisations * Approaches to managing on the differences between individuals that impact on their performance at work * Management styles needed to deal with differences in behaviours * Organisational factors with impact on people performance * Effect of leadership styles on individuals and teams * Benefits of flexible working practices to individuals and organisations * Motivational theories, * Impacts of the working environment on people performance * Impact of organisations’ ethical practices on motivation levels * Corporate social responsibility for motivation * Methods for developing human resources * Motivation theories and their application * Coaching and mentoring * Benefits of training and development to individuals and organisations * Be able to review how people are * People management strategies and their impact * Strategies to promote high levels of performance   **3. Obtainable general and professional competencies:**  Learners develop the knowledge and understanding of what motivates individuals and teams and use this to review people management strategies used in organisations. Learners will gain an understanding of leadership theories, motivational theories, the impact of structure and culture as well as other tools that can be used to empower people in the workplace. | |
| **Specialized Literature** | |
| **Required Literature**  Torrington D., Hall L. and Taylor S. (2002). *Human Resource Management*. 5th Edition. Prentice Hall.  **Additional Readings.**  Adair, J., (1988). *Effective Leadership*. Pan Books.  Biddle, D. and Evenden, R. (1989). *Human Aspects of Management*. 2nd Edition. Chartered Institute of Personnel and Development.  Glass, N. (1999). *Management Masterclass: A Practical guide to the New Realities of Business*. Nicholas Brealey Publishing.  Huczynski, A. and Buchanan, D. (2003). *Organisational Behaviour An Introductory Text*. Pearson Higher Education.  Maund, L. (2001). *An Introduction to Human Resource Management: Theory and Practice*. Palgrave Macmillan.  Price, A. (2004). *Human Resource Management in a Business Context*. 2nd Edition. Thomson Learning. | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Law** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 1 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Familiarize students with the basic definitions and legislations of law, which are the bases of the law of economic areas.  **2. Course contents:**   * Definition of law. Legal system. Legislation, legal standards. Legal relations. Constitutional law. * Administrative law. Criminal law. * Civil law: system of the civil law, rights of persons, rights in rem, contract law, rights of inheritance. * Labour law. Civil procedural law.   **3. Obtainable general and professional competencies:**  Students will acquire knowledge on the processes of legislature, and the applications of law through the understanding of the activities and operation of the state.  Developed fields of competence: The basis of the legal interest and mentality of the students – supported by lectures, the reading of required and additional literature, and the understanding of required basic acts.  Acquisition of the basics of compliance behaviour. | |
| **Specialized Literature** | |
| **Required Literature**  Bingham, T. (2011). *The Rule of Law*. Independent.  McBride J. N. (2006). *Letters to a Law Student: A Guide to Studying Law at University*.  Williams, G., Smith, A. T. H. (2010). *Learning the Law*. Fourteenth edition. Sweet & Maxwell.  **Additional Readings.**  Pirie, M. (2015). *How to Win Every Argument: The Use and Abuse of Logic.* Bloomsbury*.* | |
| **Lecturer’s name: KOVÁCS B. István** | |

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| **Name of the Unit: Business Law** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 2 | |
| **Conditions and prerequisites: Law** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Familirarize students with the business law, the basics of company law, and the regulations of other configurations operating in economic life.  **2. Course contents:**   * The basic principles of business law. The Hungarian legislation of company law from 1988 until today. The main features of company forms, and their groupings. The establishment and the asset of economic companies. The commercial court and company registration. Company register. * General rules: the bodies and organization of economic companies (main body, principal administrators, supervisory committee, audit board). Representation and company registration. The responsibility of the members. * General partnership and limited partnership. Limited liability company. * Public limited company. Liquidation of companies. * Bankruptcy, winding-up proceeding, liquidation. * Sole proprietorship. Securities market. Basics of competition law.   **3. Obtainable general and professional competencies:**  Acquisition of practical knowledge on the persons of business life – especially the establishment, and liquidation of economic companies, and the validation of claims. | |
| **Specialized Literature** | |
| **Required Literature**  Parmiter, A. R. (2015). *Examples and Explanations: Corporations*. Eighth edition. Wolters Kluwer.  Emanuel, S. L. (2013). *Corporations and Other Business Entities*. Seventh edition. Wolters Kluwer.  Emanuel, S. L. (2012). *Law in a Flash: Contracts*. Wolters Kluwer.  **Additional Readings.**  Reuting, J. (2014). *Limited Liability Companies for Dummies*. Third edition.  Fox, C. M. (2008). *Working with Contracts: What Law School Doesn’t Teach You*. Second edition. Practising Law Institute. | |
| **Lecturer’s name: KOVÁCS B. István** | |

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| **Name of the Unit: Human Resource Management** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 3 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The students will learn about the system of human resource management, its strategic role in economy, and its connection with other disciplines of the educational structure.  **2. Course contents:**   * The history of human resource management, its connection and strategic role in lives of economic companies. Its legal environment. * The functions of strategic human resource management. * Analysis, and assessment of positioning, motivation management. * Recruitment, selection, performance management, carreer management.   **3. Obtainable general and professional competencies:**   * Strategic thinking * Cost-effective management * Controlling vision | |
| **Specialized Literature** | |
| **Required Literature**  University of Minnesota Libraries Publishing. (2016). *Human Resource Management*.  Reucroft, G. , Scott, T. *Human Resources: A Practical Guide*.  **Additional Readings.**  Senyucel, Z. *Managing the Human Resource in the 21st century.* | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Cultural Anthropology** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 3 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The Cultural Anthropology is about the human performance and behaviour – habits, texts, pictures –, it is about the research of the culture. The Phisycal and Biological Anthropology explores the basic body features, the Cultural Anthropology explores the basic features of the behaviour, habits, and social relations of human beings. Originally it has been established in order to research the traditional, tribal cultures, today anthropology deals with the social varieties of cities, with the rituals of different groups, with the nature of political, and economical activities, and their cultural determinants, and with the description of these areas.  **2. Course contents:**  The course has an interdisciplinary quality, it meets Sociology, and Ethnography. Beside the theoretical knowledge, the course provides opportunities to do researches individually and in groups, to do field work, and to write studies as parts of the application of the practical learnings. The internship camps provide opportunities to try the research methods in real: the students will learn how to do participating observation, how to do anthropology interviews, how to do focus group researches, and how to analyse data – with other words: how to see the world with the eye of an anthropologist.  The Cultural Anthropology is about the research of the culture, of habits, texts, pictures – every human performance and behaviour. The Anthropology decodes and interprets these. The Phisycal and Biological Anthropology explores the basic body features, the Cultural Anthropology explores the basic features of the behaviour, habits, and social relations of human beings. Originally it has been established in order to research the traditional, tribal cultures, today anthropology deals with the social varieties of cities, with the rituals of different groups, with the nature of political, and economical activities, and their cultural determinants, and with the description of social inequality.  **3. Obtainable general and professional competencies:**  The graduates will have acquired the different effective competences of professional-social situations. | |
| **Specialized Literature** | |
| **Required Literature**  Frazer, J. G. (1980). *The Golden Bough*.  **Additional Readings.**  Harris, M. (1991). *Cannibals and Kings: Origins of Cultures*.  R. Reiter, R. R. (1975). T*oward an Anthropology of Women*. Monthly Review. | |
| **Lecturer’s name: NAGY Annamária** | |

**SPECIALIST TRAINING COURSES**

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| **Name of the Unit: People in Organizations** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 2 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 4 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  This unit aims to develop knowledge of those aspects of  organisations that concern and support people. This includes  communication practices, teamwork, remote working and other  organisational structures. Using this knowledge learners will be  able to review the impact of workplace practices on people  **2. Course contents:**   * Communication protocols * Team meeting * Leadership styles * Flexible /remote working * Support from HR department * Possibility for advancement * Culture of coaching/mentoring * Culture of fear   **3. Obtainable general and professional competencies:**  Understand communication practices within organisations  Understand the principles of effective teamwork  Understand the issues associated with remote working  Understand the structures designed to support people within the workplace  Be able to review the impact of workplace practices on people within  organisations | |
| **Specialized Literature** | |
| **Required Literature**  Biddle, D. and Evenden, R. (1989). *Human Aspects of Management 2nd Edition.* Chartered Institute of Personnel and Development.  **Additional Readings.**  Huczynski, A. and Buchanan, D. (2003). *Organisational Behaviour An Introductory Text.* Pearson Higher Education.  Maund, L. (2001). *An Introduction to Human Resource Management: Theory and Practice.* Palgrave Macmillan.  Price, A. (2004). *Human Resource Management in a Business Context 2nd Edition.* Thomson Learning.  Torrington, D., Hall, L. and Taylor, S. (2002). *Human Resource Management 5th Edition.* Prentice Hall. | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Leadership and Management** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 4 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The purpose of the subject is to familiarize students with the basic definitions, and the modern methods of Leadership and Management. Students will learn about the basic deifnitions of leadership: communication, interest, decision, power. The main topics: leadership power, communication power, information development, dressing organisations, the management inside and outside the organisation. We will examine the circumstances of the success of leadership theories. Students will learn about the leadership roles, leadership levels, and about the different corporational organisational forms, they will learn how to think in organisations. They will learn about the background of the influential, managing and controlling management functions, the roles and effectiveness of the motivational systems in the operation of a corporation.  **2. Course contents:**   * The place and role of a manager in an organisation * The features and resources of the management * The lifecycles, and functions of an organisation, the functions of organisation development * The organisation and its environment * Problem solving, decision making. Decision types. Collective decision making theories. * The advantages and disadvantages of the decision making approaches and methods * The activity system of the management. Cognizance, responsibility. * The activity system, and functions of the management * Managing people, motivation, communication, controlling * Strategic management and planning   **3. Obtainable general and professional competencies:**  The students will learn about the main questions of management and organisation, about its historical development, about the most important tools of the successful managment activities. Having passed the subject, students will be able to support their carreer plans due to the modern knowledge of leadership and management. | |
| **Specialized Literature** | |
| **Required Literature**  Latham, G. P. (2006). *Work motivation: History, Theory, Research and Practice*. Sage Publications.  Levi, D. J. (2010). *Group Dynamics for teams*. Sage Publications.  Northouse, Dr. P. J. (2009). *Leadership: Theory and Practice*. Sage Publications.  **Additional Readings**  Goleman, D. (2011). *Leadership:* *The Power of Emotional Intelligence*. More Than Sound.  Catmull, E. and Wallace, A, (2014). *Creativity, Inc.: Overcoming the Unseen Forces that Stand in the Way of True Inspiration*. Random House. | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Public Relations** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 4 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The subject will analyse the communication strategies and tactics of the profit and non-profit organisations, it will familiarize students with the tools and practice of the relationship management.  **2. Course contents:**   * The public politics of organisations * The definiton, and development of PR, its place in organisation structures * The interactive connection between the organisation and its environment, environment analysis theories (RACE, SMART) * The functional areas and synergy of the organisational communication * The target system of Public Relations * The audience of PR, the identification of target groups, the methodology of segmentation * Image and corporate identity * Internal PR, the target groups of intertal communication, its tools and channels, organisational culture, motivation and identification * The tools of PR activities; complex PR activities: sponsorship, lobbying, special events, communication campaigns * The mediatized organisational communication * Communication services: agencies, production offices, PR agencies * The methodological questions, and practice of PR planning * Strategic, tactical and action programme planning * Campaign models * The research methodology (marketing, public opinion, media researches), and its application   **3. Obtainable general and professional competencies:**  The students will learn about the practical processes of PR, the theory, techniques and methodology of planning. They will be able to establish professional programmes supported by the modern professional techniques. | |
| **Specialized Literature** | |
| **Required Literature**  Kotler, P. and Keller, K. L. (2002). *Marketing Management*, 14th edition. Pearson.  Olins, W. (2008). *The Brand Handbook*. Thames & Hudson.  **Additional Readings.**  Randall, G. (2001). *Principles of Marketing (Principles of Management)*. Cengage Learning EMEA.  Gardner, B. and Fishel, C. (2010). *LogoLounge Master Library, Volume 1: 3000 Initial & Crest Logos*. Rockport Publishers. | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Tourist Destinations** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 4 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To develop an understanding of tourist destinations in the EU and worldwide and knowledge of the cultural, social and physical features of tourist destinations. Also an understanding of the appeal and popularity of tourist destinations and issues that could  affect these.  **2. Course contents:**   * Cultural e.g. history, architecture, art and music, food and drink celebrations and * festivals, * Social e.g. markets, sporting events, communities, other events * Physical e.g. lakes, mountains, coastline, areas of natural beauty, cities, islands * Features of developing and leading tourist destinations * Stage of product life cycle * Ease of travel to destination * Available accommodation * Attractions - man-made and natural * Tourist infrastructure e.g. tourist information centres * Leisure facilities and entertainments   **3. Understand how the characteristics of destinations**  **3. Obtainable general and professional competencies:**  Understand the cultural, social and physical features of tourist destinations  Understand how the characteristics of destinations affect their appeal to  tourists  Understand issues likely to affect the popularity of tourist destinations | |
| **Specialized Literature** | |
| **Required Literature**  Morrison, A. (2013). *Marketing and Managing Tourism Destinations.* Routledge.  **Additional Readings.**  Kozak, M.., Gnoth, J. and Andreu, L. L. A. (2009). *Advances in Tourism Destination Marketing.* Managing Networks. | |
| **Lecturer’s name: TARNAI, Tímea** | |

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| **Name of the Unit: Personal Leadership and Management Development** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  This unit aims to enable the learner to develop own personal  leadership and management skills to support the achievement of  own and organisational objectives.  **2. Course contents:**   * Organisational objectives * Leadership and management characteristics, skills, competence and knowledge * required, behaviours, attitudes associated with effective leadership * Coaching, mentoring, networking, professional bodies and professional recognition, * formal training, education opportunities, formal qualifications, reflective learning * models and techniques, feedback obtaining, evaluating, using feedback * Contents of plans activities, timescales, aims and objectives, writing objectives   **3. Obtainable general and professional competencies:**  Be able to analyse personal leadership and management skills to support achievement of organisational objectives  Be able to manage development of personal leadership and management skills to support achievement of organisational objectives  Be able to evaluate the effectiveness of personal development plans to develop management and leadership skills | |
| **Specialized Literature** | |
| **Required Literature**  Gold, J., Thorpe, R. and Mumford, A. (2010). *Leadership and management development*. Chartered Institute of Personnel and Development,  **Additional Readings.**  *Adair, J. (2008). Develop your leadership skills*. Kogan Page. | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Finance and Funding in the Travel and Tourism Sector** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 5 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  This unit aims to develop learners understanding of the issues organisations face operating within a global context. This understanding will allow learners to review the issues currently impacting on businesses. Learners will base some of their work around businesses in a chosen national context.  **2. Course contents:**   * Explain the importance of costs and volume in financial management of travel and tourism businesses * Analyse pricing methods used in the travel and tourism sector * Analyse factors influencing profit for travel and tourism businesses * Explain different types of management accounting information that could be used in travel and tourism businesses * Assess the use of management accounting information as a decision-making tool * Interpret travel and tourism financial accounts * Analyse sources and distribution of funding for the development of capital projects associated with tourism   **3. Obtainable general and professional competencies:**  Students will be able to understand the importance of costs, volume and profit for management decision-making in travel and tourism, to understand the use of management accounting information as a decision-making tool in travel and tourism businesses. They will be able to interpret financial accounts to assist decision-making in travel and tourism businesses, and to understand sources and distribution of funding for public and non-public tourism development. | |
| **Specialized Literature** | |
| **Required Literature**  Ballabh, A. (2004). *Fundamentals of Travel and Tourism*. Akansha Publishing House.  Burkart, A. J. and Medlik, S. (1981). *Tourism: Past, Present and Future*. Heinemann Professional Publishing.  ESCAP. (2001). *Opportunities and Challenges for Tourism Investment, ESCAP Tourism Review No. 21.* United Nations.  Ghose, R. N., Siddique, M. A. B. and Gabbay, R. (eds). (2004). *Tourism and Economic Development*. Ashgate Publishing Limited.  **Additional Readings.**  Sharma, A. (2006). *Tourism for Economic Development*. Maxford Books.  Bodlender, J. (1984). *Tourism Investment for the Future, Tourism Management*.  Copeland, R. B. (1991). *Tourism, Welfare and De-industrialization in a Small Open Economy*. Economica, New Series. | |
| **Lecturer’s name: KISS, György** | |

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| **Name of the Unit: The Management of Visitor Attractions** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 5 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Attractions are a key element of tourism. This subject explores the diversity of different attractions: man-made, natural, event-related, and activity-based. Some of the aspects of attractions that are important to understand include their ownership and management structure, their target market and the orientation of the attraction. The location of attractions, whether a fi xed site or a special event taking place at a one-off venue, helps managers and planners to understand the potential demand for the attraction and the most effective marketing tactics to adopt. Other aspects that managers and planners need to look at include accessibility (not just location but transportation linkages and accessibility to persons with disabilities), the authenticity (if any) of the attraction and the need for interpretive services and signage. Because of the great diversity of attractions, this unit provides a number of different cases studies that introduce different examples of attractions.  **2. Course contents:**   * Understand the importance of attractions for the tourism industry * Describe and classify different types of attractions * Understand different ownership and management of different types of attractions * Appreciate the role of events as attraction.   **3. Obtainable general and professional competencies:**  Students will have a clear understanding of the objectives of the attraction they manage as well as the expectations of their visitors. | |
| **Specialized Literature** | |
| **Required Literature**  Swarbrooke, J. (2002). *The Development & Management of Visitor Attractions*. 2nd edn. Butterworth Heinemann.  **Additional Readings.**  Clavé, S. A. (2007). *The Global Theme Park Industry*. CAB International.  Leask, A. (2003*). The nature and purpose of visitor attarctions*. In: Fyall, A., Garrod, B. and Leask, A. (eds). Managing Visitor Attractions: New Directions.  Tilden, F. (1957). *Interpreting our Heritage*. The University of North Carolina Press.  Wanhill, S. (2003). *Interpreting the development of the visitor attraction product*. In: Fyall, A., Garrod, B. and Leask, A. (eds) Managing Visitor Attractions: New Directions. Elsevier Butterworth-Heinemann. pp. 16–35. | |
| **Lecturer’s name: TARNAI, Tímea** | |

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| **Name of the Unit: Passenger Transport Operations** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 5 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The aim of this unit is to introduce learners to the environment in which passenger transport providers operate. The learners will gain an understanding of those factors that influence passengers’ decisions, how passenger transport providers operate to meet passengers’ needs and deal with the complex and ever changing external environment. With this understanding the learner will review the effects of recent developments on passenger transport operations.  **2. Course contents:**   * Analyse the factors that influence passengers’ choices of transport * Analyse how transport operators respond to passengers’ choices * Explain the operational elements of passenger transport systems * Evaluate the complexities of operating a transport node * Describe the regulatory framework in which the transport sector operates * Evaluate the competitive strategies used to maintain and grow market share * Assess recent developments that have had an impact on passenger transport operations * Evaluate the impact of terrorist threats on transport operations * Evaluate the responses to recent developments by different transport operators   **3. Obtainable general and professional competencies:**  Students will be able to understand the influences on passengers’ travel decisions, to understand key aspects of passenger transport operations, to understand the external environment in which transport providers operate, and to review the effects of recent developments on passenger transport operations. | |
| **Specialized Literature** | |
| **Required Literature**  Gubbins, E. J. (2003). *Managing Transport Operations*. 3rd edition. Kogan Page Publishers.  Fawcett, P. (2000). *Managing Passenger Logistics: The Comprehensive Guide to People and Transport*. Kogan Page Publishers.  **Additional Readings.** | |
| **Lecturer’s name: TARNAI, Tímea** | |

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| **Name of the Unit: Travel and Tourism Organizations in a Global Context** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 2 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  This unit aims to develop learners understanding of the issues organisations face operating within a global context. This understanding will allow learners to review the issues currently impacting on businesses. Learners will base some of their work around businesses in a chosen national context.  **2. Course contents:**   * Analyse key differences between travel and tourism organisations * Assess the responsibilities of travel and tourism organisations operating globally * Evaluate strategies applied by travel and tourism organisations to maintain or develop global operations * Analyse key differences between travel and tourism organisations * Assess the responsibilities of travel and tourism organisations operating globally * Evaluate strategies applied by travel and tourism organisations to maintain or develop global operations * Explain the implications of global integration on tourism organisations * Assess the effect of international tourism on domestic tourism * Review the impact of the global economy on travel and tourism organisations * Assess how new technologies have facilitated globalisation of travel and tourism organisations * Carry out a review of the global environment in which a chosen organisation in the travel and tourism sector operates to identify current issues * Propose strategies to address issues affecting the chosen travel and tourism organisation’s business activities workplace communications   **3. Obtainable general and professional competencies:**  Students will be able to understand the context within which global travel and tourism organisations operate, to understand the impact of external factors on the travel and tourism sector. They will be able to understand the impact of global factors on travel and tourism organisations, and to review current issues impacting on a named travel and tourism organisation that operates globally. | |
| **Specialized Literature** | |
| **Required Literature**  Cave, J., Jolliffe, L. and Baum, T. (2013). [*Tourism and Souvenirs: Global Perspectives from the Margins (Tourism and Cultural Change)*](http://www.amazon.co.uk/Tourism-Souvenirs-Perspectives-Margins-Cultural/dp/1845414055/ref=sr_1_46?ie=UTF8&qid=1385121329&sr=8-46&keywords=Travel+and+tourism+finance). Channel View publications.  [Edgell, D.,](http://www.amazon.co.uk/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&field-author=David%20Edgell%20%20Sr.&search-alias=books-uk&sort=relevancerank) [DelMastro Allen](http://www.amazon.co.uk/Maria-DelMastro-Allen/e/B001IXU3UK/ref=ntt_athr_dp_pel_2), M., [Swanson](http://www.amazon.co.uk/Jason-Swanson/e/B001IXMM9U/ref=ntt_athr_dp_pel_3), J. and [Smith](http://www.amazon.co.uk/Ginger-Smith/e/B001IXS2PI/ref=ntt_athr_dp_pel_4), G. (2008). *Tourism Policy and Planning: Yesterday, Today and Tomorrow*. Butterworth Heinemann.  Knowles, T. et al. (2004). *The Globalization of Tourism and Hospitality: A Strategic Perspective.* Thomson Learning.  Sawyer, M., (2004). *The UK Economy: A Manual of Applied Economics*. 16th edition. OUP.  Morrison, J. (2006). *International Business Environment: Global and Local Marketplaces in a Changing World*. Palgrave Macmillan.  Reid, D. (2003). [*Tourism, Globalization and Development: Responsible Tourism Planning*](http://www.amazon.co.uk/Tourism-Globalization-Development-Responsible-Planning/dp/074531998X/ref=sr_1_52?ie=UTF8&qid=1385122255&sr=8-52&keywords=Travel+and+tourism+finance)*.* Pluto Press.  Theobald, W. (2005). [*Global Tourism*](http://www.amazon.co.uk/Global-Tourism-William-F-Theobald/dp/0750677899/ref=sr_1_2?ie=UTF8&qid=1385122573&sr=8-2&keywords=Global+Travel+and+tourism). Elsevier publishing.  **Additional Readings.**  Ryan, C. and Huang, S. (2013). [*Tourism in China: Destinations, Planning and Experiences (Aspects of Tourism)*](http://www.amazon.co.uk/Tourism-China-Destinations-Planning-Experiences/dp/1845414012/ref=sr_1_64?ie=UTF8&qid=1385122255&sr=8-64&keywords=Travel+and+tourism+finance). Short run Press Ltd.  Mowforth, M. and Munt, I. (2008). *Tourism and Sustainability: Development, Globalization and New Tourism in the Third World.* Routledge*.* | |
| **Lecturer’s name: TARNAI, Tímea** | |

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| **Name of the Unit: Sustainable Hospitality and Tourism Development** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 2 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The aim of this unit is to develop knowledge and understanding of the need for sustainable tourism and the role of the planning process to ensure future developments are sustainable for the host communities and their environments. Learners will gain  knowledge and understanding of best practice. They will use their knowledge to review the sustainability of a destination and make recommendations to preserve its environmental and social fabric.  **2. Course contents:**   * Maintain/protect/use cultural diversity, cultural heritage, * Maintain/protect/use eco systems, unique environments, wildlife, landscape * Maximise economic advantage e.g. jobs, increased profit, foreign exchange, balance * of payments * improved infrastructure, more facilities for travellers and/or host population * sustainability, long term gain * increased income (more visitors/customers), * image/perception * co-ordinate development * Stakeholders * Travellers/visitors * Host communities * Local businesses * Public and private sector tourism partnerships * Destination management organisations * Developers/ international businesses * Governments * Travel agencies/companies * International e.g. UN * National e.g. government and campaign groups * Regional e.g. regional government * Local e.g. local government * Organisations that drive ethical tourism e.g. Tourism Concern, Responsible Tourism * Travel companies   **3. Obtainable general and professional competencies:**  Understand the planning process in relation to tourism development  Understand the need for the sustainable development of tourist destinations  Understand best practice in terms of sustainable development  Be able to review the sustainability of destinations | |
| **Specialized Literature** | |
| **Required Literature**  Legrand, W., Simons-Kaufmann, C. and Sloan, P. eds. (2011). *Sustainable Hospitality and Tourism as Motors for Development*. Routledge.  Sharpley, R. (2009). *Tourism Develoment and the Environment: Beyond Sustainability? (Tourism Environment and Development).* Routledge.  **Additional Readings.**  Khan, M. A. (2014). *Managing Sustainability in the Hospitality and Tourism Industry: Paradigms and Directions for the Future*. Apple Academic Press. | |
| **Lecturer’s name: MARTUS, Bettina** | |

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| **Name of the Unit: Marketing Strategies for Hospitality &Tourism** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  This unit enables students to develop their understanding of marketing strategies in the hospitality and tourism industry.  **2. Course contents:**   * Goal setting/ Product Life Cycle * 5C analysis * Strategy – Segmentation/ Targeting/ Positioning establish brand identity * Awareness online vs. offline marketing viral and guerrilla marketing * Engagement/ Consideration power of channels of distribution and their cost * Trial/ Purchase purchase before use – expectations gap * Usage/ Service service consistency and brand promise * Loyalty/ Advocacy power of online reviews loyalty programs; relationship marketing * Framework reviews   **3. Obtainable general and professional competencies:**   * Students will be able to critically review strategic marketing theories, to critically assess the role of e-services marketing and distribution channel relationships and apply e-commerce frameworks and methodologies to hospitality and tourism organisations. They will be able to critically appraise the effects of strategic marketing plans on international business performance, to synthesise marketing strategies that generate value for organisations and their stakeholders across different markets, and to determine where ICTs can be deployed for e-commerce to gain a strategic competitive advantage on the hospitality and tourism markets. | |
| **Specialized Literature** | |
| **Required Literature**  Ashworth, G. and Goodall, B. eds. (2013). *Marketing Tourism Places*. Routledge. Available on EBSCO.  **Additional Readings.**  Brotherton, B. and Wood, R. eds. (2008). *The Sage Handbook of Hospitality Management.* Sage. Available on EBSCO. | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Emerging Issues in the Tourism Industry** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 2 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Analyse the issues to be considered in the development of urban tourism  Analyse the issues to be considered in the development of cultural tourism  Critically analyse the impacts of urban and cultural tourism  **2. Course contents:**   * Various issues in the development of urban tourism (planning policies, infrastructural * development) * Trends in urban tourism at worldwide destinations (resort cities/historical cities and * rejuvenated cities etc). * Various issues in the development of cultural tourism (planning policies, * infrastructural development) * Trends and development of cultural tourism worldwide (history, art, sporting events, * religious, festivals, values and lifestyles) * Contribution of urban dimensions towards tourism industry. (Infrastructure development, regeneration, traffic congestion, urban image * etc.) * Contribution of cultural dimensions towards tourism industry (preservation of ancient * values/artefacts, commercialisation of culture etc.).   **3. Obtainable general and professional competencies:**  Critically appraise the strategic impact of culture and urban tourism on different worldwide destinations | |
| **Specialized Literature** | |
| **Required Literature**  Ashworth, G. and Goodall, B. eds. (2013). *Marketing Tourism Places*. Routledge. Available on EBSCO.  **Additional Readings.**  Brotherton, B. and Wood, R. eds. (2008). *The Sage Handbook of Hospitality Management.* Sage. Available on EBSCO. | |
| **Lecturer’s name: TARNAI, Tímea** | |

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| **Name of the Unit: Strategic Impact of the Business Environment** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  This course provides emerging leaders with frameworks and skills to anticipate and address these managerial challenges, both to recognize business opportunities and to mitigate business risks, and to execute on these strategies. This course also helps prepare managers to better understand how to engage these issues with stakeholders including investors, regulators, and activists - as well as customers and suppliers.  **2. Course contents:**   * Non-Market Strategy: Profiting from Environmental Policy * Environmentally Sustainable Operations and Supply Chains * New Products and Business Models * Strategic Approaches to Global Climate Change   **3. Obtainable general and professional competencies:**  This course provides emerging leaders with frameworks and skills to anticipate and address these managerial challenges, both to recognize business opportunities and to mitigate business risks, and to execute on these strategies. This course also helps prepare managers to better understand how to engage these issues with stakeholders including investors, regulators, and activists - as well as customers and suppliers. | |
| **Specialized Literature** | |
| **Required Literature**  Brotherton, B. and Wood, R. eds. (2008). *The Sage Handbook of Hospitality Management.* Sage. Available on EBSCO.  **Additional Readings.** | |
| **Lecturer’s name: TARNAI, Tímea** | |

**OPTIONAL COURSE-UNITS**

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| **Name of the Unit: E-marketing** | **Credit value: 5** |
| **Type of unit, number of hours:** 0 theory 3 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The purpose of the subject is to familiarize students with the influences, tools and techniques of online marketing, and to present and practice the practical applications.  **2. Course contents:**   * The definition, scope, and possibilities of e-business and e-marketing * Market operators and online competitors * Online market research * Market segmentation in the e-marketing, the specificities of e-target groups * The strategic issues of the online marketing, measuring the effectiveness in the e-marketing * Corporate introduction of the electronic business processes * The e-communication, and its place in the marketing-communication mix * The computer aspects of the e-communication * The network as a distribution channel * The definition, advantages, and disadvantages of the e-commerce * Shopping processes in the e-marketing (presentation of the goods, ordering, payment, transport, receipt, repurchase, logistic processes) * B2B relationships. Indirect business relations, electronic marketplaces * B2C relationships. Online auctions, electronic societies * E-mail marketing, research marketing * Alternative e-marketing techniques (blog, RSS, e-book, chat, forum, virus-marketing, affiliate programmes, etc.)   **3. Obtainable general and professional competencies:**  Having passed this unit, the students will be able to develop their marketing knowledge, and to apply the tools of the online marketing and online communication at their work. | |
| **Specialized Literature** | |
| **Required Literature**  **Additional Readings.**  Scott, D. M. (2007). *The New Rules of Marketing and PR*. John Wiley & Sons.  Bruce, C. (2006). *SME Business: In the Net, or out? Now's the time to choose*. Insurance Brokers' Monthly and Insurance Adviser.  Currie, W. L. (2004). *Value creation from the application service provider e-business model: the experience of four firms*. Journal of Enterprise Information Management.  Gilmore, A., Gallagher, D. and Henry, S. (2007). *E-Marketing and SMEs: operational lessons for the future*. European Business Review. | |
| **Lecturer’s name: EGYED Szilárd** | |

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| **Name of the Unit: Ethics in Business** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The purpose of the subject is to familiarize students with the anthropologist and psychologic bases of human economic activities, and the ethical questions of the differences between the ”homo oeconomicus” and the ”homo sociologicus”.  **2. Course contents:**   * Ethics deal with one regulatory system of society. The connection between Politics and Ethics. * Aristotle about Ethics. * The main ethical theories during the history. * Changes in the XX. century. The consequences of the techniqual and scientific development. * The relevance, interpretation, and task of professional Ethics. * Environmental Ethics. * The ethical background of HR activities. Codes for Ethics. * Case studies.   **3. Obtainable general and professional competencies:**  The unit helps businesspeople to keep in mind their responsibility not only to their corporation and immediate superior, but to the wide environment of their company.  During the course, we hope that students will gain knowledge on Ethics and Professional Ethics. The unit will prepare them to ethical conflicts and questions, which they cannot avoid in the future. The course will support students to develop their personal competences, their quality-consciousness, their critical assessment of their own activities, and to develop and keep values. | |
| **Specialized Literature** | |
| **Required Literature**  Kline, J. M. (2005). *Ethics for International Business: Decision Making in a Global Political Economy*. Routledge.  **Additional Readings.**  Costa, J. D. (1998). *The Ethical Imperative: Why Moral Leadership Is Good Business*. Perseus Publishing. | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Future Research** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Preparation to the future-centric mentality.  **2. Course contents:**   * The theoretical problems of forecasts. The changable probability of future events. The neccessity and relevance of foresight. Case studies. * Understanding, and possibility of the future events, their limits, and reliability. Alternativity. * The methods of forecasts, demonstrating on historically significant forecasts. * Studies (alternative opinions) on currently the most important problems.   **3. Obtainable general and professional competencies:**  The correct judgement of the possibilities, and limits of societal, economical, and personal planning. | |
| **Specialized Literature** | |
| **Required Literature**  Silver, N. (2013). *The Signal And The Noise… Why So Many Predictions Fail – But Some Don’t.* The Penguin Books.  **Additional Readings.** | |
| **Lecturer’s name:** | |

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| **Name of the Unit: Geopolitics** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Studying the geographical-spatial, and environmental circumstances and impacts of the economy, political processes, and international relations. Analysing the elements and relationships of the Hungarian Geopolitics and neighbour policy in the purpose of the perspective development and increase of the country.  **2. Course contents:**   * The history of Geopolitics – basic connections in Geopolitics – the relevance of Geopolitics today. * The main principles of Geopolitics: power – space – (physical, social, personal) – spatial being. * The features and topics of Geopolitics – security and risks. (features of Physical Geography, Economic Geography, Social Geography in the view of Hungary.) * The interpretations of the neighbour policy in Europe (EU and its memberstates). * The contents and questions of the Hungarian neighbour policy: national politics and neighbours; the future of the Hungarian neighbour relationships. * Basic communication rights and the EU.   **3. Obtainable general and professional competencies:**  Students will gain knowledge on Geopolitics. | |
| **Specialized Literature** | |
| **Required Literature**  Moncur, O. (1982). *The Rise and Decline of Nations*. Yale University Press.  **Additional Readings.**  MacMillan, M. (2014). *The War that Ended Peace*. Profile Books. | |
| **Lecturer’s name: SUHA György** | |

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| **Name of the Unit: History and Culture** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The unit focuses on the historical and material-oriented analysis of European cultures from classical antiquity to the present. It builds from the position that cultures are formed through knowledge and knowledge practices.  **2. Course contents:**   * Systems of perception and evaluation. * Symbolic orders. * Cultural, media and body techniques. * The theory and history of cultural techniques. * Gender hierarchies. * Myths and religious cults. * Art. * Historical anthropology. * Cultural studies of aesthetic. * The history of knowledge.   **3. Obtainable general and professional competencies:**  The subject deals with systems of perception and evaluation, symbolic orders, cultural, media and body techniques, gender hierarchies, myths and religious cults, and art. The focus is on historical anthropology, the theory and history of cultural techniques, cultural studies of aesthetic and the history of knowledge. | |
| **Specialized Literature** | |
| **Required Literature**  Gunn, S. (2006). *History and Cultural Theory*. Routledge.  **Additional Readings.**  Zimmermann, C. ed. (2013). *Industrial Cities: History and Future*. University of Chicago Press. | |
| **Lecturer’s name: NAGY Annamária** | |

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| **Name of the Unit: Introduction to the international development** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The main aim of the subject is an introduction to the interdisciplinary theme of International Development Cooperation (IDC), including its history and trends. An important issue will be the comprehensive interpretation of the relevant international economic and political environment. Another focus will be on awareness raising towards the questions of external cooperation, intercultural issues and international mobility. Finally a short evaluation of the relevant Hungarian policies and its competitiviness is planned as well.  **2. Course contents:**   * International Development Cooperation (IDC), as an important tool for international political and economic relations. Terms and definitions * IDC 1945-90, with special regard to the realities of a bipolar world * Divers IDC models (US, Japan, China, Scandinavia, Cuba) * The Hungarian (socialist) practice 1950-90 and its consequences * The external development cooperation policy of the EU (EC) I. : in the mirror of global changes, 1957-86, from the Treaty of Rom to the Iberian Integration * The external development cooperation policy of the EU II.: 1986-90, a new quality of development cooperation; the project-based approach * EU’s external development cooperation III.: 1990-2004, harmonization and enlargement * Hungary’s IDC policy 1990-2014. * The impact of the 10 +2 enlargement & of global trends on EU’s IDC policy * Sources, structure and specific characteristics of EU’s IDC . About the players: donors, recipients, consultants, experts * new trends and challenges of IDC * Presentation of papers + discussion   **3. Obtainable general and professional competencies:**  History, trends and structure of the European and Hungarian international development policies and practice, connected with the global political processes after 1945. Characteristics of the international development/donor business, basic requirements to the manegement of international development projects. | |
| **Specialized Literature** | |
| **Required Literature**  Williams, D. (2011). *International Development and Global Politics: History, Theory and Practice.* Routledge.  **Additional Readings.**  Fujikura, R. and Kawanishi M. (2010). *Change Adaptation and International Development: Making Development Cooperation More Effective.* Routledge. | |
| **Lecturer’s name: SUHA György** | |

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| **Name of the Unit: Issue management** | **Credit value: 5** |
| **Type of unit, number of hours:**0 theory 3 practice | |
| **The method of assessment:** term mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Issue management creates value and benefits across a broad spectrum, externally and internally.  **2. Course contents:**  Externally:   * Improved stakeholder relationships and “dialog of mutuality” that avoids or mitigates conflict and leads to win/win resolutions that account for the positions and goals of all members in the stakeholder ecosystem * Speed to market with product and services relevant to unmet “demand” or expressed concerns * Reduction of “communication noise” in the marketplace that can impede efficient and competitive organizational performance * Destruction of barriers to market entry and operational constraints * Socially “response-able” management * “Reality check” for internal perceptions and plans versus external realities, offering a filter for the organization’s strategic initiatives   Internally:   * Enterprise-wide (boundary-spanning) management and synergistic, efficient resource allocation * Timely and contextually-relevant communication or organizational goals vis-à-vis issue impact thereby improving capacity for individuals to “speak for” the organization * Improved teamwork, morale and productivity through understanding organizational strategy and individual roles relative to issues’ effect on goals * Issue accountability through the assignment of an “issue champion” * Reduction of “surprises” and uncertainty with reduced liability for directors and officers * Crisis avoidance and “success” through things that didn’t happen   **3. Obtainable general and professional competencies:**  By the end of the course, students will have been able to manage externally and internally issues. | |
| **Specialized Literature** | |
| **Required Literature**  Heath, R. L. and Palenchar, M. J. (2008). *Strategic Issues Management: Organizations and Public Policy Challenges*. 2nd edition. Sage Publications.  **Additional Readings.**  Lerbinger, O. (1997). *The Crisis Manager: Facing Risk and Responsibility*. Lawrence Erlbaum Associates. | |
| **Lecturer’s name: KISS, György** | |

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| **Name of the Unit: Mass Communication** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The purpose of the subject is to provide learnings about the history of radio and television boradcast, about their legal environment, their local situation, the organisational models of channels, the most important types of programme, and about the tools and processes of programme production.  **2. Course contents:**  The course consists of two parts: during the first part, students will learn about the theories and applications of press genres, about the documentaries, and the opinion formers and additional programmes.   * The theoretical and historical background of press genres, and the requirements of their form, content and profession * The bases of communication competences * The structure and institution system of Mass Communication * The system of press genres * The tools and limits of subjectivity and objectivity * Beliefs and persuasion * The draft of writing * The content and stylistic conditionals of news and publicistics   During the second part of the course, students will learn about the bases of radio broadcast, its techninal conditions, ethical issues, legal legislation and local practice. The lecture will touch the history and current nature of national radio broadcast, in particular the differences between the monolit radio practice and the current plural, dual funded and mixed radio system, which is enabled by the media regulation. The course will glance at some civil service and commercial radio workshops, primarily in order to demonstrate their special conceptualization of programmes.  **3. Obtainable general and professional competencies:**  The purpose of the subject is to provide learnings about the history of radio and television boradcast, about their legal environment, their local situation, the organisational models of channels, the most important types of programme, and about the tools and processes of programme production. | |
| **Specialized Literature** | |
| **Required Literature**  McQuail, D. (2000). *Mass Communication Theory*. 6th edition. Sage Publicatons.  **Additional Readings.** | |
| **Lecturer’s name: SUHA György** | |

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| **Name of the Unit: Political Economy** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester 4 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The subject has dual objectives: 1. Familiarize students with the theoretical frameworks, and contents of Political Economy.  2. Inform students about the market-economical tools, current arguements, and results of the Hungarian Political Economic management.  **2. Course contents:**   * The definition and tools of Political Economy. The bases of macroeconomical legislation of market-economy. * The dual history of the Hungarian Political Economy: the Political Economical features of market socialism, and the transformation between the requirements and contradictions of Political Economy. * The border between the present and the future: the Political Economical challenges of the European Union membership of Hungary: learning and/or adapting; the features and contradictions of the current Hungarian Political Economy. * The most important areas and tools of Political Economy: fiscal and monetary policies, tax systems and the Hungarian practice, the sectoral components of the economy, and the possible tools (price and wage, incoms and their usage) of Political Economy. * The current problems of the Hungarian Political Economical choices based on the students concrete interests and questions.   **3. Obtainable general and professional competencies:**  The knowledge of Political Economy during the work of economists are essential. The most important competencies: the definition of Political Economy and the problems of definition; the main functions of Political Economy and the different tools of functions: market and administrational coordination; the levels and relations of politics (macro- and microlevels); the quality of international economical processes and their roles in the changes of the Political Economy of a country. | |
| **Specialized Literature** | |
| **Required Literature**  Chilcote, R. H. (2000). *Theories of Comparative Political Economy*. Westview Press.  Keynes, J. N. (1955). *The Scope and Method of Political Economy.* 4th edition. Kelley & Millman.  **Additional Readings.**  Murshed, S. M. (2002). *Issues in Positive Political Economy*. Routledge.  Chilcote, R. H. (2000). *Comparative Inquiry in Politics and Political Economy: Theories and Issues*. Westview Press. | |
| **Lecturer’s name: MARTUS, Bettina** | |

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| **Name of the Unit: Politology** | **Credit value: 5** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Familiarize students with one of the most exciting subsystem of our society, the politics.  **2. Course contents:**   * Introduction: information about the subject and the requirements; About the politics and political sciences in general. Power and dominance, political systems, and the interpretations of democracy * Political ideologies (their classic and modern versions) * Political culture and political socialisation * Democratic political systems – the history and traditions of the Hungarian political system. Regime change in Hungary, the Basic Law of 1989/90, and the changes from 2010 * Presidental election systems, and the Hungarian version, Hungarian presidental elentions from 1990-2010 * The precedents, features end changes of the current Hungarian presidental party system * Interest organisations, local governments and the civil society in Hungary * The head of state – Parliament: In Europe and in Hungary * Governance systems and Hungarian governments   **3. Obtainable general and professional competencies:**  The students will learn about the essence, elements, and processes of the political system, they can become conscious citizens. The knowledge of the political system, the political interest articulation, the political roles and processes, and the ideologies can provide a background for the learnings of the public policy and administration. | |
| **Specialized Literature** | |
| **Required Literature**  Clarke, K. A. and Primo, D. M. (2012). *A Model Discipline: Political Science and the Logic of Representations*. Oxford University Press.  Weisberg, H. F. (1986). *Political Science: The Science of Politics*. Agathon Press.  **Additional Readings.**  Lane, R. (1997). *Political Science in Theory and Practice: The Politics' Model*. M. E. Sharpe.  Portis, E. B. (1998). *Reconstructing the Classics: Political Theory from Plato to Marx*. 2nd edition. Chatham House Publishers. | |
| **Lecturer’s name: SUHA György** | |

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| **Name of the Unit: Psychology and Transaction Analysis** | **Credit value: 5** |
| **Type of unit, number of hours:** 0 theory 3 practice | |
| **The method of assessment:** term mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Acquisition of economic processes in psychological perspectives.  **2. Course contents:**   * The objectives, definitions, and tools of Economic Psychology * The problems of the Economic Psychology approach * The Analytical Economic Psychology * Psychoanalysis in Economic Psychology * Anxious neurotic reactions * The definition, and types of behaviour * Theory of change * Cognitive psychology * Cognitive dissonance * Social psychology * Pair of life drivers * The intern system of spiritual life * The extern system of spiritual life * Consumer behaviour   **3. Obtainable general and professional competencies:**  The deeper understanding of economic processes. | |
| **Specialized Literature** | |
| **Required Literature**  Stewart, I. and Berne, E. (1992). *Volume 2 of Key Figures in Counselling and Psychotherapy*. Sage Publications**.**  Berne, E. (1964). *Games People Play – The Basic Hand Book of Transactional Analysis.* Ballantine Books.  **Additional Readings.**  Berne, E. (1975). *What Do You Say After You Say Hello?* Corgi.  Clarke, S. L. (2012). *Clarke's Dictionary of Transactional Analysis.* | |
| **Lecturer’s name: KUNSÁGI Andrea** | |

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| **Name of the Unit: Symbology** | **Credit value: 5** |
| **Type of unit, number of hours:** 0 theory 3 practice | |
| **The method of assessment:** exam mark | |
| **Course curriculum location:** semester - | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  During the preparation of presentations we need symbols, and the students will explore the possible meanings of these symbols.  **2. Course contents:**   * Symbol, as abstraction * Symbols according to Peirce * Presentation symbology and film semiotics * The basic definitions of presentation symbology * Colours and colour-symbols * The impact of colours to each other, the colour contrasts * The symbology of shapes * Basic symbols * Complex symbols   **3. Obtainable general and professional competencies:**  The practical usage of symbols in communication | |
| **Specialized Literature** | |
| **Required Literature**  T Várkonyi Attila: Presentation-Symbology  **Additional Readings.**  **Lecturer’s name: T VÁRKONYI Attila** | |