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| **Business Management (Betriebsökonomie) 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 Managers |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 0 | 5 | k |  |  |  |  |  |  |  |  |
| Accounting |  |  |  |  |  |  |  |  |  |  |  |  | 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 |  |  |  |  |  |  |  |  |
| Marketing management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 2 | 6 | k |  |  |  |  |
| Personal Leadership and Management Development |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |  |  |  |  |
| Marketing Communication |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |  |  |  |  |
| Decision Support Systems |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |  |  |  |  |
| Entrepreneurship |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |  |  |  |  |
| Financial Decision-Making for Managers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 2 | 6 | k |
| Managing Quality & Service Delivery |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 2 | 6 | k |
| Risk Management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 1 | 6 | k |
| Strategic Marketing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 3 | 2 | 6 | k |
| Project Management |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 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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| hours | | cr | ex |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| th | pr |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| E-marketing | 0 | 3 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ethics in Business | 3 | 0 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Future Research | 3 | 0 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Geopolitics | 3 | 0 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| History and Culture | 3 | 0 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Introduction to the international development | 3 | 0 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Issue management | 0 | 3 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Mass Communication | 3 | 0 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Political Economy | 3 | 1 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Politology | 3 | 0 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Psychology and Transaction Analysis | 0 | 3 | 5 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Symbology | 0 | 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* Massachusetts: 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 typical 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. Cincinatti: South-Western.  Gartner, M. (2013). *Macroeconomics.* New Jersey: 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*. Boston: Wadsworth Publishing Co.  **Additional Readings.**  Barlow, R.J. (1989). *Statistics: A guide to the use of statistical methods in the physical sciences*. Chichester: 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*. Paris: Publi-Union.  **Additional Readings.**  Burk W. (2010) *Essential Guide to Marketing Planning.* New Jersey: Pearson.  Hall, R. (2009) *Brilliant Marketing.* New Jersey: Pearson.  McDonald, M. H.B. (2011) *Marketing Plans: How to prepare them, how to use them.* Chichester: 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** | |
| **Name of the Unit: Finance For 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.* Jaipur: Sunrise Publishers.  **Additional Readings.**  Brealey, R. A. et al. (2007). *Principles of Corporate Finance*. New York: The McGraw-Hill Companies. | |
| **Lecturer’s name:** **KISS, György** | |

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| **Name of the Unit: Accounting** | **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*. London: Hodder Education.  **Additional Readings.**  Brealey, R. A. et al. (2007). *Principles of Corporate Finance*. New York: 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: KISS, GYÖRGY** | |

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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*. London: Routledge.  **Additional Readings.**  McDonald, Malcom H.B. (2011), *Marketing Plans: How to prepare them, how to use them (7th ed).* Chichester: 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 4 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*. Cheshire: Graphics Press USA.  **Additional Readings.**  Jerry Weissman (2003). *Presenting to win.* Financial Time Prentice Hall. | |
| **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:** **DÉKÁNY, Bernadett** | |

**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*.New York: 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 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**  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: Marketing Management** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 2 practice | |
| **The method of reckoning:** exam mark | |
| **Course curriculum location:** semester 5 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Students will learn about the specificities of marketing in foreign markets. Furthermore, the characteristics of the environment in Europe. In-depth analysis of the factors influencing the environment and marketing process is done.  **2. Course contents:**  During the course the following subject areas will be granted access to students:   * The marketing environment * The purchasing behaviour of individuals and organisations * The role of product policy and branding * Characteristics of the European marketing policy * Product policy of the European single market * Price and sales policy * Wholesale and retail * The role of advertising, ethical advertising * International and European Markrting Research * The role of PR and propaganda in different cultures * The ’euro product’and the national characteristics * Case studies   **3. Obtainable general and professional competencies:**  At the end of the course they will be able to carry out marketing applications and use them in practice. | |
| **Specialized Literature** | |
| **Required Literature**  Kotler, P. and Keller, K.L. (2015) Marketing management. 15th ed. Harlow, United Kingdom: Pearson Education.  **Additional Readings.**  Saunders, J.A., Hooley, G.J., Piercy, N.F., Nicoulaud, B. and Nicolaud, B. (2008) Marketing strategy and competitive positioning (4th edition). 4th edn. Harlow, England: Financial Times Prentice Hall. | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Personal Leadership and Management Development** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of reckoning:** 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**  Leadership and management development, Gold, Jeff; Thorpe, Richard; Mumford, Alan, London; Chartered Institute of Personnel and Development, 2010,  **Additional Readings.**  Develop your leadership skills, Adair, John, London; Kogan Page, 2008 | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Marketing Communication** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of reckoning:** exam mark | |
| **Course curriculum location:** semester 5 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  Students acquire in-depth and practical knowledge about the methods of marketing communication, advertising media, tools and practices and their applicability.  **2. Course contents:**  Recalling elements of the marketing mix. Interpretation of 4 P.  Presentation of the individual components of 4 P.  Presentation of some aspects ofcommunication theory.  Fusing communication theory and marketing theory.  Conceptual clarification of marketing communication.  The concept of market manipulation, its relationship with marketing communication elements.  Presentation of certain elements of marketing communication and their practical application:  - image, image measurement and image design  - PR and marketing relationship in practice  - analysis of advertising campaigns  - promotion, planning actions, sponsorship  - brand, trademark strategy in practice  - Practical application of POS, POP tools  Interpretation tools of marketing communication  - message and - media relations  Presentation by various groups of assests (to clarify why these groups are important).  The agency job. The structure of advertising and media agencies, close liaison with agencies.  **3. Obtainable general and professional competencies:**  Students will learn about the latest marketing techniques and will be able to apply them in practice. | |
| **Specialized Literature** | |
| **Required Literature**  Fazekas Ildikó - Harsányi Dávid: Marketingkommunikáció, Szókratész, Bp. 2003.  **Additional Readings.**  Bernard Brochand – Jacques Lendrevie: A reklám alapkönyve, KJK-Kerszöv, 2004. | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |
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| **Name of the Unit: Decision Support Systems** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of reckoning:** exam mark | |
| **Course curriculum location:** semester 5 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  The teaching of the subject is designed to learn the theoretical knowledge necessary to make economic decisions, introduce the main methods used in economic decision-making, as well as in real life situautions making economic decisions’ complex and dynamic nature.  **2. Course contents:**  Theoretical and methodological knowledge necessary to make economic decisions.  Making the important practical questions.  The relationship of economic governance and decision making, the principle of bounded rationality, normative rules of decision-making.  Grouping of economic decisions.  Quantitative expression of risk and uncertainty.  Methods of decision between unceartain and risky conditions.  Individual preferences in decision making.  Methods of group decisions.  Decision support methods.  **3. Obtainable general and professional competencies:**  Students who acquired a great deal of knowledge during the training   * have decision making theoretical knowledge and apply methods of decision making environment, * know special national and international literature, * suitable for understanding corporate activities, the development of corporate strategy, in-depth analysis of market phenomena. | |
| **Specialized Literature** | |
| **Required Literature**  Szántó, Wimmer, Zoltayné (2011) *Trapped in our decisions- Behavioural science* *approach to decision making*. Alinea Kiadó, Bp.  **Additinal Reading.**  Jonah, Lehrer (2004) *How to decide*, Houghton Mifflin Harcourt | |
| **Lecturer’s name: KISS, György József** | |

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| **Name of the Unit: Entrepreneurship** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of reckoning:** exam mark | |
| **Course curriculum location:** semester 5 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To get students acquainted with the management principles, methods, knowledge applicability in the practical life.  **2. Course contents:**  The concept of manager, its role in the company’s operation. Organizational structure and the main factors.  The nature of management functions, its historical development. Management roles. (Mintzberg, H.). The notion of synergy.  Organizational life cycles and strategies.  Functional organizational structure.  Divisional organisation.  Matrix organisation.  Hybrid organizations.  The evolution of organizational forms.  Organization theories.  Classical theories.  Human relationships focusing on trends.  Decision theory approach. .  Contingency-theory (eventuality). .  Organisational culture and its role in corporate governance.  Information, information system, conflicts, (their grades and intensity) in the body.  **3. Obtainable general and professional competencies:**  Students will be able to manage their own businesses. | |
| **Specialized Literature** | |
| **Required Literature**  Peter Thiel, Blake Masters (2014) *Zero to one ,*Penguin  **Additional Readings.**  Guy Kawasaki, (2004) *The art of the start ,* Penguin | |
| **Lecturer’s name: KISS, György** | |

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| **Name of the Unit: Financial Decision-Making for Managers** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 2 practice | |
| **The method of reckoning:** 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 develop the skills required for analysing  financial information and making business decisions based on  published financial information. Where appropriate, information  about business structures and format of published financial  statements can be taught in either a national or international  context.  **2. Course contents:**  Ownership structures  Sole traders, partnerships, limited companies, public limited companies (plcs), public  sector organisations, other less-used forms: charities, limited by guarantee, cooperatives, international business structures, implications for finance (share structures, availability of finance), control issues  Financial statements  Structure of statements for each type of organisation, differences between organisations, reporting requirements (UK and/or international law and standards)  Structure, format and requirements of published accounts  Role of auditors, published vs internal financial information, main published financial  statements: statement of financial position, statement of financial performance  (income statement), statement of cash flows, interpretation: comparisons between  years and between companies, industry comparisons  Ratios  Different ratios: profitability, liquidity, efficiency, capital, investor, using ratios:  calculation and interpretation, industry benchmarking, limitations of ratio analysis  **3. Obtainable general and professional competencies:**  To achieve this unit, learners must achieve the learning outcomes and meet the standards specified by the assessment criteria for the unit. The learner will need access to the financial information of actual organisations and will develop skills in analysing and interpreting the data. | |
| **Specialized Literature** | |
| **Required Literature**  Dyson, J.R., Accounting for non-accounting students Financial Times/Prentice Hall (2010)  **Additional Readings.**  Horner, D., Accounting for Non-Accountants: A Manual for Managers and Students Kogan Page (2008)  McLaney, E. and Atrill, P. Accounting: An Introduction Financial Times/Prentice Hall (2010) | |
| **Lecturer’s name: KISS, György** | |

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| **Name of the Unit: Managing Quality & Service Delivery** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 2 practice | |
| **The method of reckoning:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  This unit aims to introduce the learner to the delivery of excellent customer service. The learner will also develop knowledge and understanding required for quality measurement and management of service delivery (for public service or healthcare management  programmes the unit can be delivered in context).  **2. Course contents:**   * Identification of different stakeholder groups * External customers, internal customers and other stakeholder groups including employees, perceptions, expectations and needs, how to be aware of them * Impact of poor service * Organisation reputation, meeting organisational strategic aims, accountabilities e.g. * public sector - stakeholders, Government; private sector - shareholders, lenders, * meeting standards, impact on stakeholders e.g. healthcare impacts of failure in * delivering healthcare services, impact on bottom line * Meeting stakeholder needs * Balancing needs of different stakeholder groups, delivering and measuring excellent * service, setting service standards and Service Level Agreements. The importance of * managing and monitoring service delivery, how to manage and record service * delivery, customer driven management * Quality and quality standards * Defining quality, dimensions of quality for service delivery, quality systems, * ISO9000/9001, other quality systems - e.g. IIP * Quality management * Total quality management, implementing standards, excellence model, theories of * quality Deming, Juran, Crosby, quality strategies in service delivery, developing a * quality led organisation, involving staff in quality management, roles in quality * management * Setting and monitoring standards * How standards are set, implementing ISO9000/90001, auditing quality feedback * mechanisms e.g. questionnaires, good practice in standard setting and methods for * evaluating quality, service delivery   **3. Obtainable general and professional competencies:**  Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their own experience or from research. | |
| **Specialized Literature** | |
| **Required Literature**  Moulin, M., *Delivering Excellence In Health and Social Care: Quality, Excellence and Performance Measurement* Open University Press 2002  **Additional Readings.**  Graeme Knowles, (2004)*Managing Quality in the 21st century* Open University Press | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Risk Management** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 1 practice | |
| **The method of reckoning:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To raise business risk awareness and develop knowledge and understanding in the assessment, monitoring and control of business risks. To enable the learner to develop an appreciation of the implications of business risks.  **2. Course contents:**   * Role of risk management * Purpose of risk management why risks need to be managed, identifying risks, review of activities and internal environment, setting objectives, risk assessment (impact and likelihood), risk response plans and control, monitoring * Functions that have a role in managing risk * Strategic planning, marketing, compliance operations, legal and accounting, insurance, treasury/accounting, management and quality assurance, internal audit, health and safety, environmental * Risk assessment * Analysis, identification, description, estimation, control measures and evaluation, review * Risk management frameworks * ERM programmes, COSO, ISO 3001, corporate governance/compliance, actuarial approaches, insurance, legal issues * Risk management process * Risk assessment, risk reporting, decisions, risk treatment, residual risk reporting, monitoring ongoing and formal audit, modification   **3. Obtainable general and professional competencies:**  Learners will approach their work from a theoretical perspective and will need to use exemplar material to illustrate the points which are made. This may be taken from their  own experience or from research. | |
| **Specialized Literature** | |
| **Required Literature**  *Fundamentals of Risk Management*, Hopkin, Paul, London; Kogan Page, 2010, 9780749459420, 357p  **Additional Readings.**  *Mastering operational risk*, Blunden, Tony; Thirlwell, John; Harlow; Pearson Education, 2010, 9780273727323 321p  *Strategic project risk appraisal and management*, Harris, Elaine; Farnham; Gower, 2009,  9780566088483 108p  *The route map to business continuity management*, Sharp, John; London; 2008; 9780580509520 102p | |
| **Lecturer’s name: DÉKÁNY, Bernadett** | |

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| **Name of the Unit: Strategic Marketing** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 2 practice | |
| **The method of reckoning:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  This unit enables the learner to understand how corporate strategy informs marketing strategy. It also enables the learner to understand how to carry out strategic market analysis and how to implement a marketing strategy.  **2. Course contents:**   * Role of marketing strategy * Definitions of marketing strategy, its role in the organisation and how it underpins marketing planning and activities, concept of product and customer in different organisations, resources and implementation and monitoring, control * Corporate strategy and marketing strategy * Corporate strategy, linking marketing strategy to corporate mission and vision, meeting corporate objectives with marketing strategy, corporate social responsibility, marketing * Developing a marketing strategy * Analysis of the environment, setting objectives, dynamic strategy flexibility for   change   * Internal analysis – approaches * Resource-based, performance, value chain, functional * External analysis * Macro environment, micro environment, competitor analysis. Wider external factors including Government * Integration * Fit between external, external environment   **3. Obtainable general and professional competencies:**  In this unit learners will generally use theoretical knowledge and understanding illustrating their work with examples from suitable organisations. | |
| **Specialized Literature** | |
| **Required Literature**  *Strategic marketing*, (2000) Proctor, Tony; London; Routledge, 2000  **Additional Readings.**  Piercy, Nigel F,(2009) *Market led strategic change* Oxford; Butterworth Heinemann, Baker, Michael;(2000*) Strategic marketing plan audit*, London; Financial Times Prentice Hall, | |
| **Lecturer’s name: DÖBRÖSY, Eszter** | |

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| **Name of the Unit: Project Management** | **Credit value: 6** |
| **Type of unit, number of hours:** 3 theory 0 practice | |
| **The method of reckoning:** exam mark | |
| **Course curriculum location:** semester 6 | |
| **Conditions and prerequisites:** | |
| **Course description** | |
| **1.** **The purpose of teaching the subject**  To understand the process of identifying appropriate and feasible projects, and to be able to initiate and start a project. To be able to manage, monitor and control a project, including assessing, managing and controlling project risks and issues, project and team  management and change management. To be able to evaluate the success or failure of a project.  **2. Course contents:**   * Project initiation * Analysing business needs, reviewing operations and procedures, alternative project cost-benefit analyses, project sub-division: work breakdown, identifying time scales, identifying resources, project budgeting, reporting and accountability * Outline project methodology * Review of project and decide between appropriate models for project management, e.g. traditional approach, PRINCE2, critical change approach or event change approach * Feasibility * Risk Management - identifying risk, impact analysis, risk management/planning, review cost-benefit and risk equation for projects. Consider other issues impacting on project e.g. issues of globalisation (advantages and disadvantages of crosscountry/culture projects) * Evaluate project management framework * Traditional approach, critical change approach, event change approach or proprietary/ formalised approaches e.g. PRINCE * Managing conflicts * Role of Project Manager: managing team and stakeholders, setting schedule, budget and timing, developing the project plan, managing project risks, interfaces with other projects * Project plan * Value proposition, sponsorship, accountability, deliverables, responsibilities, resource allocations, timeline, milestones, critical path   **3. Obtainable general and professional competencies:**  Learners should plan and manage a real business project where possible. Where they do not have access to an appropriate business environment, they may use a project in an alternative environment, for example a building project on their home or a voluntary project with a local community group. Learners may require guidance on selecting a project which can be carried out within the time available for completing the unit. | |
| **Specialized Literature** | |
| **Required Literature**  Kerzner, H., (2009) Project Management: A Systems Approach to Planning, Scheduling, and Controlling 9th Edition, John Wiley and Sons  **Additional Readings.**  Scott Berkun,(2005) *The art of project management.*  O’Reilly Media, Inc. | |
| **Lecturer’s name: DÉKÁNY, Bernadett** | |

**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**  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.  **Additional Readings.**  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*. London: 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.* New York: The Penguin Books.  **Additional Readings.**  Robert L. Kane. (2012) *Presentation of Future Reserch Needs,* Rockwill (MD) | |
| **Lecturer’s name: DEKANY, Bernadett** | |

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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 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 a selected country.) * The interpretations of the neighbour policy in Europe (EU and its memberstates). * The contents and questions of neighbour policies of selected countries: national politics and neighbours; the future of the specific 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*. New Haven and London: Yale University Press.  **Additional Readings.**  MacMillan, M. (2014). *The War that Ended Peace*. London: 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*. London: 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.* London: Routledge.  **Additional Readings.**  Fujikura, R. and Kawanishi M. (2010). *Change Adaptation and International Development: Making Development Cooperation More Effective.* London: 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.**  Stanlay J. Baran, (1998) *Introduction to Mass Communication.* Media Literacy and Culture, 8th edition. | |
| **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 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: learning and/or adapting. * The most important areas and tools of Political Economy: fiscal and monetary policies, tax systems and 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 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*. London: 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 * Presidental election systems * The precedents, features end changes of selected political systems * Interest organisations, local governments and the civil societies in selected countries * The head of state – Parliament: European models * Governance systems and 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*. London: Sage Publications**.**  Berne, E. (1964). *Games People Play – The Basic Hand Book of Transactional Analysis.* New York: Ballantine Books.  **Additional Readings.**  Berne, E. (1975). *What Do You Say After You Say Hello?* London: 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.**  Stanlay J. Baran, (1998) *Introduction to Mass Communication.* Media Literacy and Culture, 8th edition. | |
| **Lecturer’s name: T VÁRKONYI, Attila** | |