

2021



Business Administration and Management BA

STUDY PROGRAM

UNIVERSITY OF DUNAÚJVÁROS

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DESCRIPTION OF THE DEGREE STUDY PROGRAM

| Business Administration and Management BA (Business Communication and Enterprise Management Specialisations) | |
|--|---|
| The higher educational institution responsible for the study program | University of Dunaújváros (Dunaújvárosi Egyetem) |
| Identification number of the higher educational institution | FI60345 |
| Address | 1/A Táncsics Mihály utca, 2400 Dunaújváros, Hungary |
| Head of the higher educational institution | Dr habil. István András, Ph.D., Rector |
| People responsible for the study program | |
| The institute responsible for the study program | Institute for Social Sciences |
| Director of the institute (name, scientific degree) | Dr. László Balázs Ph.D., associate professor |
| Responsible person for the study program (name, scientific degree) | Dr. habil Mónika Rajcsányi-Molnár |
| Specializations and the person responsible for the specialization (name, scientific degree) | |
| Business Communication specialisation: | Dr. habil István András |
| Details of the study program | |
| Entry requirements | General Certificate of Education or a certificate of secondary school final exam, that certificate, which is required to start a higher educational study program in the home country of the student, |
| Level | undergraduate |
| Qualification | Bachelor of Arts (BA) |
| Description of the qualification in Hungarian | közgazdász gazdálkodási és menedzsment alapképzési szakon |
| Description of the qualification in English | Economist in Business Administration and Management |
| Duration of study | 7 semesters (3 and a half year) full-time program |

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| Credit points to be acquired | 180+30 |
| Educational goals of the study program | The objective(s) of the training is to train economic experts who have acquired adequate knowledge of economics, social sciences, administration, applied economic methods in order to be able to plan and analyse the processes of companies, enterprises, financial institutions and budgetary organizations and to control and organize the company and enterprise processes and tasks. Furthermore, they must have in-depth knowledge that is adequate to enable them to continue with their studies in the graduate, master level. |
| Prerequisite(s) of selecting a specialization | To take the <i>Business Communication specialisation</i> the student must complete the study requirements of the following subjects until the end of semester nr. 4. DUEN-TKM-220 Business communication To take the <i>Enterprise management specialisation</i> the student must complete the study requirements of the following subjects until the end of semester nr. 4. DUEN-TKT-219 Corporate finance DUEN-TVV-114 Management |
| Prerequisite(s) of starting a specialization and the way of classification | In the semester determined in the curriculum the Business Communication or Enterprise management specialisation will be started. The precondition of starting other specialisations is that minimum 15 students must choose to study in each specialisation. |
| Work placement/Internship | A min. 12-week long continuous work placement in the 7th (last) semester (full time program: 400 hours. Credit points: 30. |
| Prerequisite(s) of issuing the pre-degree certificate (absolutorium) | The university leaving certificate certifies the successful completion of the exam requirements in accordance with the curriculum and the completion of the other study requirements (e.g. physical education) and the collection of the required number of credit points defined in the study and output requirements. This certificate is a proof without qualification and evaluation that |

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| | the student has fulfilled all the study and exam requirements defined in the curriculum |
| Thesis | <p>The thesis research means the solution of an economic problem or the elaboration of a research task on such a special field, on which it can be completed on the basis of the knowledge acquired by the student during the years of his studies with the guidance of the first and second supervisor in one semester. The candidate proves with writing the thesis that he has adequate expertise in the practical use of the factual knowledge that he has learnt, and that he is able to do the tasks of an economist and that he is familiar not only with the course material, but with the related special literature, as well, and he is able to apply that in a value-creating way. Formal requirements: the extent of the thesis must be 40-60 pages. Credit points: 10 credits.</p> |
| Prerequisite(s) of the final exam | The prerequisites of the final exam are the receipt of the university leaving certificate and the thesis accepted for evaluation. |
| The final exam | <p>The final exam is to check and evaluate the professional knowledge, skills and abilities, which is required to grant the degree certificate. In the final exam the student has to prove that he is able to apply the acquired knowledge in practice. The final exam includes defending the thesis and an oral exam of the subjects appointed in the curriculum. (FE1 and FE2).</p> |
| Subjects of the final exam | <p>FE1 (final exam 1 complex) subjects: TKT- 212 Economics 2. TKM-150 Introduction to Law TVV-122 Entrepreneurship TKT- 217 Basics of Accounting TKT- 114 Basics of Finance TVV-114 Management TVV-215 Marketing</p> <p>FE2 (final exam specialisation) subjects Business communication specialisation: TKM-256 Communication of the management for changes</p> |

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| | <p>TKM-124 Business Talk and Presentation TKM-218 Organizational Communication TKM-118 Conflict Management and Economic Mediation</p> <p>Enterprise management specialisation: TKT-152 Business Evaluation TKT-216 Market and Competitiveness TKT-250 E-business</p> |
| Average of the certificate | <p>The average of the certificate should be calculated in the following way:</p> <p>$(FE + D + SA)/3$.</p> <p>(FE) The mathematical average of the marks of the final exam subject(s).</p> <p>(D) The mark given by the final exam committee to the thesis.</p> <p>(SA) the weighed average mark of subjects for the total number of credit points collected in the complete study time period – except the credit points of thesis writing.</p> |
| Qualification of the certificate | <p>excellent 4,51 - 5,00 good 3,51 - 4,50 satisfactory 2,51 - 3,50 pass 2,00 - 2,50</p> |
| Preconditions of issuing the certificate | <p>The precondition of the issue of certificate to prove the completion of higher educational studies is the successful final exam.</p> <p>The mother tongue of a foreign student is qualified as advanced language exam according to the Hungarian regulations.</p> |
| Language Training | English |
| Physical Education | in every semester 2 lessons per week (only in the full-time course) |
| Study mode | Full-time course |
| Required competencies: | |
| Knowledge: | |

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Students

- have the knowledge of basic and comprehensive definitions, theories, facts, national economic and international interdependences of economics relevant to the participants, functions and procedures of economics;
- have acquired the features and basic elements of micro and macro organizational levels, own the analysing methods of basic information collection, mathematics and statistics;
- have the knowledge of cooperation in projects, teams or work organization, know the rules and ethic norms of project management;
- have the knowledge of basic principles and methods relevant to the procreation, structure, the shaping and changing of organizational behaviour of organizations and institutions;
- know and understand the basic principles and methods of the control, organization and operation of economic processes; know the methodological basis of process analysis methodology, decision preparation and decision supporting of economic processes;
- have the knowledge of the basis of other (mechanical, judicial, environment protection, quality assurance etc.) special fields relevant to their field of specialization;
- have the knowledge of basic direction and organizational knowledge furthermore the knowledge of preparation, starting and conducting of projects and micro and macro enterprises;
- have the knowledge of operation of information technological appliances and office hardware that support the operation of organizations and economic procedures;
- have acquired the knowledge of written and oral forms of professional and efficient communication, and the method of using charts and graphs to show data,
- possess the knowledge of the basic professional vocabulary of economics in their mother tongue and at least in one foreign language;

Abilities:

Students

- are able to plan, organize economic pursuits, and projects, direct and control a smaller enterprise or business organization;
- are able to reveal facts and essential correlations, to formulate a systematic approach, to analyse, to formulate independent conclusions and critical remarks; to make decision-support proposals, to make decisions in familiar and partly unfamiliar – domestic and international environments, by applying the acquired theories and methods;
- follow and interpret the global and international economic processes, the changes in legislation, the policies relevant to and associated with the special field, and their effects, considering these in their analyses, proposals and decisions;
- are able to predict the complex consequences of the economic processes and organisational affairs;
- are able to apply the solution techniques of economic problems and the problem-solving methods with regard to the conditions and limits of application;
- are able to co-operate with representatives of other special fields;
- take part in group problem solving activities; having acquired the practical knowledge and having gained experience, they lead, organise, evaluate and supervise them;

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- are able to manage a small or medium-sized enterprise or an organisational unit in a business organisation, having acquired the practical knowledge and having gained experience;
- present a theoretically and conceptually professional proposal or position verbally and in a written form in their native tongue and in a foreign language according to the rules of professional communication;
- are able to use a foreign language at an intermediate level.

Attitude:

Students

- act in a problem-sensitive and pro-active manner to ensure a high standard of work, and are constructive, co-operative and take the initiative in project work or team work;
- are receptive to new information, new specialist knowledge and methodologies; are open to undertaking new individual or co-operative tasks and taking responsibilities; make efforts to improve their knowledge and skills, develop working relations and co-operate with co-workers;
- are open to the changes in the wider social environment of their job responsibilities, work organisation or business, and make efforts to follow and understand the changes;
- are receptive to others' views, to the regional, national and European values (including social, ecological and sustainability aspects);
- accept and approve the importance of career planning;
- put efforts into self-development both inside and outside the world of work.

Autonomy and responsibility:

Students

- perform and organise the tasks specified in their job description individually, under general professional guidance;
- take responsibility for their analyses, conclusions and decisions;
- manage, organise and control organisational units, work teams, a business or a small business organisation taking responsibility for the organisation and the staff;
- organise, control and supervise economic activities according to their qualification;
- take responsibility for safeguarding professional, legal, ethical norms and standards related to their work and behaviour;
- perform their share of the tasks independently and responsibly as a member of a project, team or organisational unit;
- give presentations, lead discussions independently; autonomously take part in the work of the professional forums within and outside the business organisation.

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Curricular Web

| | | Business Administration and Management BA | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|---|---|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------------|-----|-----|-----|-----|---|--|--|--|
| Codes | Moduls/Courses | credit | Semester - Classes per week | | | | | | | | | | | | | | | | | | | | Prerequisites | | | | | | | | |
| | | | 1 | | | | 2 | | | | 3 | | | | 4 | | | | 5 | | | | | 6 | | | | 7 | | | |
| | | | lec | tut | lab | req | lec | tut | lab | req | lec | tut | lab | req | lec | tut | lab | req | lec | tut | lab | req | | lec | tut | lab | req | | | | |
| DUEN-TKT-111 | EU-knowledge | 5 | 2 | 1 | 0 | CA | | | | | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TKM-150 | Introduction to Law | 5 | 3 | 0 | 0 | E | | | | | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TKT-151 | Economics 1. | 5 | 1 | 2 | 0 | E | | | | | | | | | | | | | | | | | | | | | | | | | |
| DUEN-IMA-151 | Mathematics 1. | 5 | 1 | 2 | 0 | E | | | | | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TVV-116 | Project Management | 5 | 1 | 2 | 0 | CA | | | | | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TVV-122 | Enterpreneurship | 5 | 1 | 2 | 0 | CA | | | | | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TKT-211 | General and Business Statistics | 5 | | | | | 1 | 0 | 2 | CA | | | | | | | | | | | | | | | | | | | | | |
| DUEN-ISF-010 | Informatics | 5 | | | | | 0 | 0 | 3 | CA | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TKT-212 | Economics 2. | 5 | | | | | 2 | 1 | 0 | CA | | | | | | | | | | | | | | | | | | | | | |
| DUEN-IMA-211 | Mathematics 2. | 5 | | | | | 1 | 2 | 0 | CA | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TKT-217 | Principles of Accounting | 5 | | | | | 1 | 2 | 0 | CA | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TKK-251 | Social Sciences | 5 | | | | | 2 | 1 | 0 | E | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TVV-111 | Human Resource Management | 5 | | | | | | | | | 1 | 0 | 2 | CA | | | | | | | | | | | | | | | | | |
| DUEN-TKT-110 | Value Based Management and Public Value | 5 | | | | | | | | | 2 | 1 | 0 | CA | | | | | | | | | | | | | | | | | |
| DUEN-MUT-111 | Environmental Economy | 5 | | | | | | | | | 2 | 1 | 0 | CA | | | | | | | | | | | | | | | | | |
| DUEN-TVV-114 | Management | 5 | | | | | | | | | 1 | 2 | 0 | CA | | | | | | | | | | | | | | | | | |
| DUEN-TKT-114 | Basic of Finance | 5 | | | | | | | | | 1 | 2 | 0 | CA | | | | | | | | | | | | | | | | | |
| | Electives 1. | 5 | | | | | | | | | 1 | 2 | 0 | | | | | | | | | | | | | | | | | | |
| DUEN-IMA-214 | Operations research and decision theory | 5 | | | | | | | | | | | | | 1 | 0 | 2 | CA | | | | | | | | | | | | | |
| DUEN-TVV-215 | Marketing | 5 | | | | | | | | | | | | | 1 | 2 | 0 | CA | | | | | | | | | | | | | |
| DUEN-TVV-219 | Operation and Quality Management | 5 | | | | | | | | | | | | | 1 | 2 | 0 | CA | | | | | | | | | | | | | |
| DUEN-TKM-220 | Business Communication | 5 | | | | | | | | | | | | | 1 | 2 | 0 | CA | | | | | | | | | | | | | |
| DUEN-TKT-220 | Corporate Finance | 5 | | | | | | | | | | | | | 2 | 2 | 0 | CA | | | | | | | | | | | | | |
| DUEN-TKM-251 | Business English for Economics | 5 | | | | | | | | | | | | | 1 | 2 | 0 | E | | | | | | | | | | | | | |
| DUEN-TVV-150 | Marketing Management | 5 | | | | | | | | | | | | | | | | | 1 | 2 | 0 | E | | | | | | | | | |
| DUEN-TKT-115 | Accounting Analysis | 5 | | | | | | | | | | | | | | | | | 1 | 2 | 0 | CA | | | | | | | | | |
| DUEN-TVV-151 | Strategic Management | 5 | | | | | | | | | | | | | | | | | 2 | 1 | 0 | E | | | | | | | | | |
| | Electives 2. | 5 | | | | | | | | | | | | | | | | | 1 | 2 | 0 | CA | | | | | | | | | |
| | Specialisation | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TKT-213 | Public Management | 5 | | | | | | | | | | | | | | | | | | | | 2 | 1 | 0 | CA | | | | | | |
| DUEN-TVV-216 | Management Methods | 5 | | | | | | | | | | | | | | | | | | | | 1 | 2 | 0 | CA | | | | | | |
| DUEN-TKT-215 | International Economics | 5 | | | | | | | | | | | | | | | | | | | | 2 | 1 | 0 | CA | | | | | | |
| DUEN-TVV-090 | Thesis Research-Research Methodology | 0 | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | S | | | | | | |
| DUEN-TKT-218 | Accounting management, controlling and information management | 5 | | | | | | | | | | | | | | | | | | | | 1 | 2 | 0 | CA | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Specialisation | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DUEN-TKT-091 | Research Thesis - GAZDBA | 10 | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | S | | | | | |
| DUEN-TKT-093 | Field Practice - GAZDBA | 20 | | | | | | | | | | | | | | | | | | | | | 0 | 0 | 0 | S | | | | | |
| | Weekly lec., tut., lab. | 210 | 7 | 8 | 0 | 0 | 7 | 6 | 5 | 0 | 8 | 8 | 2 | 0 | 7 | 10 | 2 | 0 | 5 | 7 | 0 | 0 | 7 | 6 | 0 | 0 | | | | | |
| | total number of classrooms per week | | 15 | | | | 18 | | | | 18 | | | | 19 | | | | 12 | | | | 13 | | | | 1 | | | | |
| Business Communication | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Codes | Moduls/Courses | credits | Semester - Classes per week | | | | | | | | | | | | | | | | | | | | Prerequisites | | | | | | | | |
| | | | 1 | | | | 2 | | | | 3 | | | | 4 | | | | 5 | | | | | 6 | | | | 7 | | | |
| | | | lec | tut | lab | req | lec | tut | lab | req | lec | tut | lab | req | lec | tut | lab | req | lec | tut | lab | req | | lec | tut | lab | req | | | | |
| DUEN-TKM-124 | Business Negotiation and Presentation | 5 | | | | | | | | | | | | | | | | | | | 1 | 2 | 0 | CA | | | | | | | |
| DUEN-TKM-118 | Conflict Management and Economic Mediation | 5 | | | | | | | | | | | | | | | | | | | 0 | 3 | 0 | CA | | | | | | | |
| DUEN-TKM-218 | Organizational Communication | 5 | | | | | | | | | | | | | | | | | | | | | 2 | 1 | 0 | CA | | | | | |
| DUEN-TKM-256 | The Communication of Change Management | 5 | | | | | | | | | | | | | | | | | | | | | 1 | 2 | 0 | E | | | | | |
| | Weekly lec., tut., lab. | | 0 | 0 | 0 | | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 | | 1 | 5 | 0 | 0 | 3 | 3 | 0 | 0 | 0 | | | | | |
| | total number of classrooms per week | | 0 | | | | 0 | | | | 0 | | | | 0 | | | | 6 | | | | 6 | | | | 0 | | | | |
| | Total number of credits | | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enterprise management | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Codes | Moduls/Courses | credits | Semester - Classes per week | | | | | | | | | | | | | | | | | | | | Prerequisites | | | | | | | | |
| | | | 1 | | | | 2 | | | | 3 | | | | 4 | | | | 5 | | | | | 6 | | | | 7 | | | |
| | | | lec | tut | lab | req | lec | tut | lab | req | lec | tut | lab | req | lec | tut | lab | req | lec | tut | lab | req | | lec | tut | lab | req | | | | |
| DUEN-TVV-119 | Analysis of Business Cases | 5 | | | | | | | | | | | | | | | | | | | 1 | 2 | 0 | CA | | | | | | | |
| DUEN-TKT-152 | Business Valuation | 5 | | | | | | | | | | | | | | | | | | | 1 | 2 | 0 | E | | | | | | | |
| DUEN-TKT-250 | E-business | 5 | | | | | | | | | | | | | | | | | | | | 2 | 0 | 1 | E | | | | | | |
| DUEN-TKT-216 | Market and Competitiveness analysis | 5 | | | | | | | | | | | | | | | | | | | | 1 | 0 | 2 | CA | | | | | | |
| | Weekly lec., tut., lab. | | 0 | 0 | 0 | | 0 | 0 | | 0 | 0 | 0 | | 0 | 0 | 0 | | 2 | 4 | 0 | 0 | 3 | 0 | 3 | 0 | 0 | | | | | |
| | total number of classrooms per week | | 0 | | | | 0 | | | | 0 | | | | 0 | | | | 6 | | | | 6 | | | | 0 | | | | |
| | Total number of credits | | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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Business Administration and Management BA Course Descriptions

EU Knowledge

| | | | | | | | | | | | |
|---|--------|--------------|----|--|---|---|--|-------------------------|----------------|-----------------------|--|
| Subject name | | In Hungarian | | EU ismeretek | | | | Level | | A | |
| | | In English | | EU knowledge | | | | DUEN-TKT-111 | | | |
| Subject code | | | | | | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | | Lecture | | Seminar | | Laboratory | | | | | |
| Full-time | 150/39 | | 2 | | 1 | | | CA | 5 | English | |
| Correspondence | 150/15 | | 10 | | 5 | | | (Continuous assessment) | | | |
| Teacher responsible for the course | | | | Name | | Dr. Lajos Veres | | | Position | Colleague Teacher | |
| Educational goals | | | | In the European Studies course, students explore the vast diversity of Europe from a variety of perspectives, examining the language, culture, politics, economics and history of the region in order to comprehend the dynamics of European societies and the dilemmas of European identity in a globalizing world. The goal of the course is to develop the essential skills required to be a European citizen, to be able to critically analyze European dimensions in order to develop a thorough understanding of the European institutions, decision making processes and about European citizenship in general. | | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | | |
| | | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | | |
| | | | | Laboratory | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students as potential EU experts know: the development of EU integration the characteristics of the regional and cohesion politics of the EU the decision making processes of the EU institutions how to deal with the regulations of EU customs law how to react on the geopolitical changes of the EU as an international player | | | | | | | |
| | | | | Ability Students will be able to: evaluate current EU affairs within the framework of certain EU policies define practical and theoretical aspects regarding EU decision making processes analyze and debate global and local effects of EU foreign and internal policies | | | | | | | |
| | | | | Attitude Good, future-oriented experts characterized by self-instruction in regards of knowledge about the EUs role in the world. Open and willing to discuss major changes in the working mechanisms of the EU. Opinion leaders concerning the circumstances and features of the EU establishment. | | | | | | | |
| | | | | Autonomy and responsibility In professional questions EU experts can play the role of a decision-maker and are able to solve problems alone. They are characterized by cooperation and responsibility towards other graduate experts in the field. | | | | | | | |
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| Brief description of the subject content | The course familiarizes students with research, development and innovation strategies of the EU. Presents the major programmes and EU schemes supporting the EU. Describes the four freedoms. Characterizes EU budget and the major milestones of the environmental protection policy. |
| Activity forms of students | Weekly online tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15% |
| Compulsory reading and its availability | SIMONA, Milio (2011): From Policy to implementation in the European Union: the challenge of a multi-level governance system. London: I.B.Tauris & Co Ltd. 224 p. ISBN 978 1 8488 5123 8 CINI, Michelle – PEREZ-SOLÓRZANO BORRAGÁN, Nieves (ed.) (2013): European Union Politics. 4th ed. 496 p. ISBN 978-0-19-969475-4 Both books are available in the University library |
| Recommended reading and its availability | HORVÁTH Zoltán (2011): Handbook of the European Union. 4th ed. Budapest: HVG-ORAC 707 p. ISBN 978-963-258-146-0 Available in the university library |
| Hand-in Assignments/ measurement reports | Students have to take a final test (problem-solving task, multiple choice test). During the semester the handing in of a home paper is compulsory, additional reading tasks might also take place. |
| Description of midterm tests | All students have to take weekly online tests and a vocabulary test after each topic. The midterm test consists of the most important definitions and vocabulary of the course and of the most important theoretical milestones of the subject. |

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Introduction to Law

| | | | | | | | | | | | |
|---|--------------|--|----|--|---|---|---|--------------------|----------------|-----------------------|--|
| Subject name | In Hungarian | | | Jogi alapismeretek | | | | Level | A | | |
| | In English | | | Introduction to Law | | | | Code | DUEN-TKM-150 | | |
| Subject code | | | | | | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Organizational Development and Communication Science | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | Lecture | | | Seminar | | Laboratory | | E (Examination) | 5 | English | |
| Full-time | 150/39 | | 3 | | 0 | | 0 | | | | |
| Correspondence | 150/15 | | 15 | | 0 | | | | | | |
| Teacher responsible for the course | | | | Name | | Dr. habil Orsolya Falus | | | Position | College Professor | |
| Educational goals | | | | The goal of the course is to introduce the terminology of law and the rule of law in Hungary, in the European Union and from an international perspective, as well. Students will learn the principals of the Fundamental Law and the basics of public administration in Hungary, in the EU and the countries of the international community. They should be able to understand laws and apply the principle rules regulating business life. | | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | | |
| | | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | | |
| | | | | Laboratory | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students know: the types, terminology and main principles of law, how to understand and apply rules, how public administration works, how legal entities are established and registered, the content of basic contracts. | | | | | | | |
| | | | | Ability Students will be able to: find, understand and apply law, see the structure of law, establish and operate a legal entity, create basic contracts. | | | | | | | |
| | | | | Attitude They should be open-minded, unprejudiced and creative to find the appropriate legal solution for certain cases. | | | | | | | |
| | | | | Autonomy and responsibility They should use legal jargon properly and be able to find and explain the appropriate law alone. They should recognize legal conflicts and exert a review concerning them with correct application of legal terms. They should understand the system of public administration and be aware of the importance of civic responsibility. | | | | | | | |
| Brief description of the subject content | | | | The definition of law and the rule of law. The system of legal sources. Fundamental Law of Hungary. The National Assembly and the national referendum. The concept and principles of public administration. Bureaucracy. The concept of legal personality. The types of companies and company registration system. Basic types of economic contracts. | | | | | | | |
| Activity forms of students | | | | Frontal work: 30 % Individual or group work: 35% Test: 15% | | | | | | | |

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| | Communication situation exercises: 20% |
| Compulsory reading and its availability | The Fundamental Law of Hungary (25 April 2011) (http://hunmedialaw.org/dokumentum/151/THE_FUNDAMENTAL_LAW_OF_HUNGARY.pdf) Charles Szypszak: Understanding Law for Public Administration (http://samples.jbpub.com/9780763780111/80111_FMxx_Szypszak.pdf) Materials on MOODLE |
| Recommended reading and its availability | Sources and Scope of European Law (http://www.europarl.europa.eu/ftu/pdf/enFTU_1.2.1.pdf) Saylor Academy, 2012: Law for Entrepreneurs https://saylordotorg.github.io/text_law-for-entrepreneurs/ |
| Hand-in Assignments/ measurement reports | On 7th week MIDTERM ESSAY, On 13th week presentation. |
| Description of midterm tests | According to the predetermined items. |

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Economics 1.

| | | | | | | | | | |
|---|--------|--------------|---|----|---|--------------|----------------|-----------------------|-------------------|
| Subject name | | In Hungarian | Közgazdaságtan 1. | | | | Level | A | |
| | | In English | Economics 1. | | | | Code | DUEN-TKT-151 | |
| Subject code | | | DUEN-TKT- 151 | | | | | | |
| Responsible educational unit | | | Institute for Social Sciences Department of Economics and Management | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | |
| Number of Lessons | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | | Lecture | Seminar | | Laboratory | | | | |
| Full-time | 150/39 | 1 | | 2 | | 0 | E | English | |
| Correspondence | 150/15 | 5 | | 10 | | 0 | (Exam) | | |
| Teacher responsible for the course | | | Name | | Dr.Erzsébet Szász | | | Position | College Professor |
| Educational goals | | | This course is an introduction to economic concepts and basic economic theory. The course is split between the study of microeconomics, which focuses on the decision making of individual consumers and firms, and macroeconomics, with focuses on aggregate level economic questions such as interest rates, government spending, among others. Perhaps most important, this course will introduce you to the “economic way of thinking,” an approach to decision making that applies to personal decisions. It will: give you an idea of the range of behaviors that economists investigate, introduce you to the basic tools that we use to analyze the economy, and apply these tools to public policy issues. | | | | | | |
| Typical delivery methods | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | |
| | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | |
| | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | Knowledge Students as potential Economist know: the types, terminology and main principles of Economics basic concepts in Economics the steps of analysis in Economics | | | | | | |
| | | | Ability Students will be able to: carry out basic analysis formulate a synthetic relationship carry out adequate evaluation activities | | | | | | |
| | | | Attitude - Openness to authentic mediation and transmission of the overall mindset and the essential characteristics of practical operation of the profession. - Desire for continuous self-education in the field of economics. | | | | | | |
| | | | Autonomy and responsibility In professional questions, the students can play the role of a decision-maker and are able to solve problems alone. They can tackle problems as responsible persons, i.e. in a certain situation, they can decide if there is a need to cooperate with others. | | | | | | |
| | | | | | | | | | |
| Brief description of the subject content | | | The science of economics. Introduction to economic thinking. Macro- and microeconomics. Positive and normative approach to economics. The basic concepts of economics. Coordination mechanisms in the economy. The market and its basic concepts. The operation of the market and price mechanisms. The market balance. The agents of mixed economy. The motivations, income and expenditures of household. The management of business organizations. | | | | | | |

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| | Production factors and their markets. The concept of national economic performance, its most important statistical indicators. The concepts, conditions and measurement of economic growth. Economic development and sustainable growth. The concept and functions of money. The basic categories of the labor market. The state and the market economy. The role and functions of the government. Globalization, international trends and issues of the global economy. |
| Activity forms of students | Guided learning 17% Individual learning 17% Guided task completion 17% Individual task completion 49% |
| Compulsory reading and its availability | Samuelson, Paul Anthony - Nordhaus, William D. Economics (2009) McGraw-Hill Publ.Comp. Handouts from the lecturer Materials on MOODLE |
| Recommended reading and its availability | Mankiw, Gregory Principles of Economics (2007) Sixth Edition, by Mason, Ohio: Thomson South-Western Begg, D., S. Fischer and R. Dornbusch Economics (2002) - 7th Edition- (McGraw- Hill) Moffat, Mike: Online Microeconomics Textbook. |
| Hand-in Assignments/ measurement reports | Preparation and presentation of home assignments on pre-determined topics of micro and macroeconomics |
| Description of midterm tests | The test usually lasts for one hour and covers everything taught up to the date of test. The question paper will consist of multiple choice questions and short essay questions. |

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Mathematics 1.

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|--|--------|--------------------|---|--|----|--|---|--------------|----------|-------------------------|---------------------|--|
| Subject name | | Hungarian | | Matematika 1. | | | | Level | | A | | |
| | | English | | Mathematics 1. | | | | Code | | DUEN(L)-IMA-151 | | |
| 0 | | | | | | | | | | | | |
| Responsible educational unit | | | | Institute of Information Technology | | | | | | | | |
| Name of prerequisite subject | | | | | | | | | | | | |
| Type | | Class hours / week | | | | | | Requirements | ECTS | Language of instruction | | |
| | | Lecture | | Seminar | | Laboratory | | | | | | |
| Full time course | 150/39 | | 1 | | 2 | | 0 | E (Exam) | 5 | English | | |
| Long distance course | 150/15 | per Semester | 5 | per Semester | 10 | per Semester | 0 | | | | | |
| Teacher responsible for subject | | | | Name | | Dr. Antal Joós | | | Position | | Associate Professor | |
| Educational goal (competencies to be acquired) | | | | Short description of the subject's goal A mathematical theory is introduced to solve quantitative problems in technical and other fields. | | | | | | | | |
| | | | | Education history, development goals Methods of problem solving in the course topics are introduced and ability for students to use these methods are developed.0 | | | | | | | | |
| | | | | | | | | | | | | |
| Typical transfer ways | | | | Lecture | | Introducing notions and methods in lecture hall, using blackboard. | | | | | | |
| | | | | Seminar | | Teaching in small groups, solving computational and applied exercises. | | | | | | |
| | | | | Laboratory | | Teaching in small groups, in computer labs. | | | | | | |
| | | | | Other | | | | | | | | |
| Requirements (expressed in educational results) | | | | Knowledge Knowing basics mathematical background and theoretical concepts. Knowing and understanding of the concepts needed in further studies. Basics in applying a computer algebra system. | | | | | | | | |
| | | | | Ability Able to use the mathematical methods learned. | | | | | | | | |
| | | | | Attitude Open-minded for the mathematical innovation on their field. | | | | | | | | |
| | | | | Autonomy and Responsibility Responsible for their results. | | | | | | | | |
| Brief description of the subject content | | | | System of linear equations. Matrices. Determinants. Eigenvalues, eigenvectors. Set theoretical background. Functions of one variable. Basic properties of functions of one variable. Limits of functions and sequences. Differential calculus of functions of one variable. Differentiation rules. Mean value theorems. Applications of derivatives. Integral calculus of functions of one variable. The definite integral. The indefinite integral and its properties. Basic properties of functions of several variables. Differential calculus of functions of several variables. | | | | | | | | |
| Forms of student activity | | | | Directed learning of theoretical material (10%), Independent learning of theoretical material (30%), Directed exercise solving (30%), Independent exercise solving (30%) | | | | | | | | |
| Compulsory reading and its availability | | | | -Farágó, I. et al. Introductory Course in Analysis, ELTE, Bp, 2009. http://www.cs.elte.hu/~simonp/jegyzet_2_ford.pdf | | | | | | | | |
| Recommended reading and its availability | | | | -Talata, I.: A Guide to Mathematical Analysis, Dunaújváros, 2007, pp. 1-79. Electronic Study Guide. | | | | | | | | |
| | | | | -Smith, R.; Minton, R.: Calculus, Early Transcendental Functions, 3rd ed., McGraw-Hill, 2006 -Finney, R. L.; Thomas, G. B.: Calculus, Addison-Wesley, New York, 1990. | | | | | | | | |
| Description of project works / measurement reports | | | | - | | | | | | | | |

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| Description of midterm tests | There will be four midterm exams (week 3, 6, 9, 12 for 10 points maximum each) The midterm exams consist of questions on theoretics and applied problems as well. 30 minute is provided to take each midterm exam. |
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Project management

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|-------------------------------------|--------|--------------|---|--|----|--|----------------|-------------------------|-------------------|
| Subject name | | In Hungarian | | Projektmenedzsment | | | | Level | A |
| | | In English | | Project management | | | | Code | DUEN-TVV-116 |
| Subject code | | | | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management Sciences | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | |
| Number of Lessons per semester | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | | Lecture | | Seminar | | | | | Laboratory |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA | English |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | (Continuous assessment) | |
| Teacher responsible for the course | | | | Name | | Dr. Anita Varga | | Position | College Professor |
| Educational goals | | | | The goal is to develop the following student skills: Project oriented leadership Construction project organizations Project configuration Management of project phases Process skills Project documentation system development Project controlling and monitoring system configuration Change management Project culture to achieve organizational System approach | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector and computer in each lecture. | | | |
| | | | | Seminar | | In a classroom with the use of projector and computer in each seminar. | | | |
| | | | | Laboratory | | | | | |
| Requirements | | | | Knowledge Students as potential project member or manager know: the scope of project management is essential, comprehensive facts, directions and boundaries the project management professional vocabulary techniques and methods used in project management the project life cycle phases | | | | | |
| | | | | Ability Students will be able to: group collaboration and cooperative problem solving approach multilateral professional issues use and understand the literary sources of the project management field manage a variety of resources | | | | | |
| | | | | Attitude Good negotiators are patient, well-educated and have empathy, i.e. they can identify with the representatives of the other side and accept their opinion. Open to accommodate new innovative approaches Avoid using schemes Susceptible to development opportunities for exploitation Consider all of the professional issues An equal partner in co-operation with professional | | | | | |
| | | | | Autonomy and responsibility | | | | | |
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| | In professional questions negotiators can play the role of a decision-maker and are able to solve problems alone. They can tackle problems as responsible persons, i.e. can decide if it is a need in a certain negotiation phase or situation to cooperate with others. |
| Brief description of the subject content | The course familiarizes students with different between project and routine work. Learning about the project design and realization methods. The features of project management. |
| Activity forms of students | Max 10% for one individual presentation during the semester Max 20% for group work Max 30% for midterm test Max 40% for final test |
| Compulsory reading and its availability | Samuel J. Mantel (2008) Project Management in Practice,, International Student Version, 4th Edition, John Wiley & Sons, Inc. 2011. 4th Edition, DUE Library Materials on MOODLE |
| Recommended reading and its availability | Kerzner, Harold (2013) Project management: a system approach to planning, scheduling and controlling, 11th ed Hoboken: John Wiley & Sons, DUE Library A Guide to the Project Management Body of Knowledge (PMBOK® Guide) Project Management Institute 2013. 5th Edition (e-book) |
| Hand-in Assignments/ measurement reports | Group work presentation, individual presentation |
| Description of midterm and final tests | Multi choice questions |

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Entrepreneurship

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|--|--------|--------------|---|--|----|---|---|-------------------------|----------------|-----------------------|--|
| Subject name | | In Hungarian | | Vállalkozástan | | | | Level | A | | |
| | | In English | | Entrepreneurship | | | | Code | DUEN-TVV-122 | | |
| Subject code | | | | | | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management Sciences | | | | | | | |
| Name of Mandatory Preliminary Study | | | | - | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | | Lecture | | Seminar | | Laboratory | | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA | 5 | English | |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | (Continuous assessment) | | | |
| Teacher responsible for the course | | | | Name | | Dr. Andrea Keszi-Szeremlei | | | Position | College Teacher | |
| Educational goals | | | | The learning material gives board knowledge in entrepreneurial skills such as establishing, operating and transforming firms, handling their assets and financial issues. By the end of the course the students will be able to use their managerial, entrepreneurial and business legal knowledge in practice. | | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | | |
| | | | | Seminar | | Flipchart, blackboard and other multimedia equipment in smaller seminar rooms suitable for group work | | | | | |
| | | | | Laboratory | | - | | | | | |
| Requirements | | | | Knowledge Students will know the basic terms of entrepreneurship, understand the effect mechanisms of operating firms, know the legal background of companies, their internal and external environments, know the economic systems, aims and strategies of firms. | | | | | | | |
| | | | | Ability Students will be able to use terms of this field professionally, to identify and determine the resources of companies, to understand the steps of company aims and strategies, to understand and use the relevant literature. | | | | | | | |
| | | | | Attitude They are open and willing to discuss all points of the cases, as well as express their opinion, but without disclosing any important information about the circumstances of their own company. They have sensibility to find potentials for development. | | | | | | | |
| | | | | Autonomy and responsibility Students feel responsibility for both their development and environment. They cooperate with each other. They have sensibility to find possible resolving opportunities for problems. | | | | | | | |
| Brief description of the subject content | | | | The value chain and creation of double value both for buyers and suppliers. The technical and economic connections of value chain. The customer value and logistic buyer satisfaction. The customer value and the internet. The supply chain: system (network) of business relationships. The role of suppliers. Potential suppliers and the internet. Evaluation of suppliers, the criteria of supplier evaluation in internet. Strategic procurement. The methods and importance of demand anticipation in production logistics. Resource planning | | | | | | | |

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| | systems with buyer's cooperation. Management of customer relationship (CRM). The criteria of CRM systems (soft wares). The importance of services and its logistic problems. International transport. Competitiveness and supply chain management. Integration of supply chain. Measurement of supply chains. Tendencies in supply chain management. |
| Activity forms of students | Case study analysis, Presentations, Individual work, Frontal class work, Essay writing |
| Compulsory reading and its availability | William D. Bygrave - Andrew Zacharakis (2014): Entrepreneurship, 3rd Edition, John Wiley & Sons, DUE Library Materials on MOODLE |
| Recommended reading and its availability | Jerome Katz, Richard Green (2014) Entrepreneurial Small Business. 4th ed. McGraw-Hill International Ed., ISBN: 978-0078029424, DUE Library |
| Hand-in Assignments/ measurement reports | Processing and analysis of 1 chosen case study (On week 8th) |
| Description of midterm tests | Midterm tests on weeks 7th and 12th. Supplementary test on week 13th. |

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General and business statistics

| | | | | | | | | | | |
|---|--------|--------------|---|--|---|---|----------------|-------------------------|--------------|---------------------|
| Subject name | | In Hungarian | | Általános és gazdasági statisztika | | | | Level | A | |
| | | In English | | General and business statistics | | | | Code | DUEN-TKT-211 | |
| Subject code | | | | | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | Requirements | Credits (ECTS) | Language of Education | | |
| | | Lecture | | Seminar | | | | | Laboratory | |
| Full-time | 150/39 | | 1 | | 0 | | 2 | CA | 5 | English |
| Correspondence | 150/15 | | 5 | | 0 | | 10 | (Continuous assessment) | | |
| Teacher responsible for the course | | | | Name | | Dr. Antal Joós | | | Position | Associate Professor |
| Educational goals | | | | Students will be aware of and able to use the electronic databases. They know and are able to use high-level statistical methods to analyse economic and social phenomena. They acquire high-level statistical tools necessary for carrying out analyses. After the course students can apply the basic statistics methods. They can prepare statistic reports necessary to understand business processes. They can make simple statistic analyses from the data available. They can apply mean, dispersion and distribution methods used for analysing quantitative data. They are capable of making and analysing PIVOT tables. They can quantify factors affecting complex economic processes by standardisation. They can apply the method of correlation calculation and variance analysis to explore relations as well as association indices. Having completed the course the students are able to use statistic databases online. They can collect, systematise, process and analyse the data needed to solve a certain task or make a decision, and present them to the decision maker in an appropriate form. | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | |
| | | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | |
| | | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students will be able to: use the electronic databases know and use statistic methods for the purpose of economic and social analysis know statistic methods to solve analysis tasks | | | | | | |
| | | | | Ability Students will be able to: use simple statistic methods make simple statistical analysis use mean, scatter and dispersion for analyzing quantitative data create and analyze Pivot chart use statistical databases on the internet collect, organize, process and analyze data, use a statistical software individually | | | | | | |
| | | | | Attitude They are open to the authentic transmission and delivery of the comprehensive way of thinking and fundamental characteristics of their profession. They are curious about and interested in learning, and elementary work | | | | | | |

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| | <p>situation.</p> <p>Ready to share the common work and knowledge with others.</p> <p>Autonomy and responsibility</p> <p>They work independently, under constant control.</p> <p>Make decisions in legal and ethical rules of the field.</p> <p>Feel responsibility about own or group led work, about the achievements and failures</p> |
| Brief description of the subject content | <p>Basic definitions of statistics: multitude, criteria, measuring scales. Methods of purchasing and using data. Basic statistical operations. Simple analysis, ratios, graphical representations. Definition of multitude according to a criterion: according to arbitrary types of criteria. Arrangement and classification according to quantitative criteria. Types of quantitative series. Quantitative values. Graphical representations and attributes of frequency distributions. Position indexes: median, mode, mean. Types of means. Diffusion indexes: stretch indexes, dispersion, variance, relative dispersion. The analysis of concentration. Shape indexes: asymmetry and taper. Description of multitude according to several criteria. Description of heterogenic multitude. Part and complex ratio. Part and main means. Dispersion and variance of part and main multitude. Description of the relation between criteria. Types of relations between criteria. Association, mixed relation, correlation, rank correlation. Comparison with standardization and index calculation. Resolution of differences, resolution of quotient. Comparison of aggregates with index calculation. Aggregated types of indexes. Mean types of indexes. Laspeyres- and Paasche indexes. Price – scissors. Analysis of timelines: basic analysis. Decomposition timeline models. Smoothing, clearing, prognosis, cyclicity, seasonality</p> <p>Basic definitions of statistics: multitude, criteria, measuring scales. Methods of purchasing and using data. Basic statistical operations. Simple analysis, ratios, graphical representations. Definition of multitude according to a criterion: according to arbitrary types of criteria. Arrangement and classification according to quantitative criteria. Types of quantitative series. Quantitative values. Graphical representations and attributes of frequency distributions. Position indexes: median, mode, mean. Types of means. Diffusion indexes: stretch indexes, dispersion, variance, relative dispersion. The analysis of concentration. Shape indexes: asymmetry and taper. Description of multitude according to several criteria. Description of heterogenic multitude. Part and complex ratio. Part and main means. Dispersion and variance of part and main multitude. Description of the relation between criteria. Types of relations between criteria. Association, mixed relation, correlation, rank correlation. Comparison with standardization and index calculation. Resolution of differences, resolution of quotient. Comparison of aggregates with index calculation. Aggregated types of indexes. Mean types of indexes. Laspeyres- and Paasche indexes. Price – scissors. Analysis of timelines: basic analysis. Decomposition timeline models. Smoothing, clearing, prognosis, cyclicity, seasonality</p> |
| Activity forms of students | <p>Weekly online tests: 20%</p> <p>Frontal work: 40 %</p> <p>Individual or group work: 20%</p> <p>Test: 20%</p> |
| Compulsory reading and its availability | <p>BLACK Ken: Business Statistics for contemporary decision making, Sixth edition, Letöltés: http://fac.ksu.edu.sa/sites/default/files/business-statistics-for-contemporary-decision-making-by-ken-black_1.pdf</p> |
| Recommended reading and its availability | <p>HANKE, John E. – REITSCH, Arthur G. (1991): Understanding business Statistics. Boston: Richard Irwin Inc. 878 p. ISBN 0-256-06627-2</p> <p>TRIOLA, Mario F. (2012): Elementary Statistics Plus. 12th ed. Upper Saddle River: Pearson Education 864 p. ISBN 978-0-321-8369-60</p> |

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| | FREEDMAN, David – PISANI, Robert – PURVES, Roger (2007): Statistics. 720 p. ISBN 978-0-393-92972-0 (Teljes szöveggel: http://www.e-bookspdf.org/download/statistics-4th-edition-david-freedman.html) (Letöltve: 2014. május 28.) |
| Hand-in Assignments/ measurement reports | Written mid-term tests (2) |
| Description of midterm tests | Questions concerning the basic concepts of statistics. Numerical exercises. |

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Informatics

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|---|---------|--------------|--|--|----------------------|----------------|----------------|-----------------------|
| Subject name | | In Hungarian | Informatika | | | | Level | A |
| | | In English | Informatics | | | | | DUEN-IFS-010 |
| Subject code | | | | | | | | |
| Responsible educational unit | | | Institute of Informatics | | | | | |
| Name of Mandatory Preliminary Study | | | - | | | | | |
| Number of Lessons | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | Seminar | | Laboratory | | | |
| Full-time | 150/390 | | 0 | | 3 | F | 5 | English |
| Correspondence | 150/150 | | 0 | | 15 | (Midterm mark) | | |
| Teacher responsible for the course | | | Name | | Dr. Mariann Várlajai | | Position | College Professor |
| Educational goals | | | Basic ICT knowledge. Students competences at the end of the course: use of a graphical operating system, a word processor, creating worksheets, browsing the internet, writing emails, creating presentations. | | | | | |
| Typical delivery methods | | | Lecture | | | | | |
| | | | Seminar | | | | | |
| | | | Laboratory | In a classroom with the use of projector or computer in each seminar. Computer based exercises. PowerPoint presentations. Individual tasks. | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | Knowledge Students get to know the required theoretical ICT knowledge and may use certain softwares as a semi-advanced user: operating system, MS Word, MS Excel, MS PowerPoint and Prezi. | | | | | |
| | | | Ability They are able to use the obtained skills even few years later, in real situations. | | | | | |
| | | | Attitude Strengthening the motivation for individual learning. Openness for new techniques and team work. | | | | | |
| | | | Autonomy and responsibility In professional questions, the students can play the role of using ICT tools for problem solving. They can tackle problems as responsible persons, i.e. in a certain situation, they can decide if there is a need to cooperate with others. | | | | | |
| Brief description of the subject content | | | Topics: - Operating systems in general, MS Windows (features, attributes, keyboard shortcuts, built-in applications, using zip files, file attributes/write-protected files) - MS Word (main attributes, using macros, typography) - MS Excel (most important functions, creating charts) - Creating presentations using Prezi and PowerPoint. | | | | | |
| Activity forms of students | | | Lectures, using the computer with teacher supervision (40%). Individual tasks (60%). | | | | | |
| Compulsory reading and its availability | | | 1. PCs For Dummies Quick Reference, 4th Edition, By Dan Gookin | | | | | |

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| | <p>ISBN: 978-0-470-11526-8</p> <p>2. Microsoft Office 2003 For Dummies, By Wallace Wang ISBN: 978-0-7645-3860-5</p> <p>3. Parhami, Behrooz: Computer Architecture, ISBN 10: 019515455x ISBN 13: 9780195154559</p> <p>Available at the Library of the University.</p> |
| Recommended reading and its availability | Microsoft Office Official Tutorial and examples (available on the internet). |
| Hand-in Assignments/ measurement reports | |
| Description of midterm tests | There will be 3 compulsory midterm tests. First test: MS Windows, Word, data protection, email. Second test: MS Excel. Third test: Presentation (Prezi and PowerPoint). All tests will be computer-based exercises. Duration: 60 minutes each. |

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Economics 2.

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|---|--------------|---------|--|---|---|--------------|-------------------------|-----------------------|---------|
| Subject name | In Hungarian | | Közgazdaságtan 2. | | | | Level | A | |
| | In English | | Economics 2. | | | | | DUEN-TKT-212 | |
| Subject code | | | | | | | | | |
| Responsible educational unit | | | Institute for Social Sciences Department of Economics and Management | | | | | | |
| Name of Mandatory Preliminary Study | | | DUEN-TKT-151 Economics I. | | | | | | |
| Number of Lessons | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | | Lecture | Seminar | | Laboratory | | | | |
| Full-time | 150/39 | 2 | | 1 | | 0 | CA | 5 | English |
| Correspondence | 150/15 | 10 | | 5 | | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | | Name | | Dr. Erzsébet Szász | | Position | College Professor | |
| Educational goals | | | On completion of the course, students will become aware of the importance of economic relations in the development of the national economy. The course provides an opportunity for students to master comprehensive relationship management, taking into account all the interactions when analysing the functioning of an economy. Students will be able to use this approach in their various business activities in their further career. | | | | | | |
| Typical delivery methods | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | |
| | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | |
| | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | Knowledge The students of the course can analyse the social-economic processes resulting from the activity of the actors of a market economy. They recognise the means of economic policy and their effect to the economy. | | | | | | |
| | | | Ability They have an overall view of the fundamental operating system of an economy and the major cause-result relations. They can make a difference between the goals and behaviours of individual economic actors on micro level, and the characteristic features of aggregated economic sectors on a macro level. They can distinguish open and closed economies, and interpret the role of a foreign country in an economy. | | | | | | |
| | | | Attitude Openness in authentic mediation over the overall mindset of the profession and essential characteristics of practical operation. Need for continuous self-education in the field of economics. | | | | | | |
| | | | Autonomy and responsibility Comprehensive self-reflection on professional issues. Cooperation and responsibility of qualified experts in the given field. | | | | | | |
| | | | | | | | | | |
| Brief description of the subject content | | | Basic theories of economics, economics as a way of thinking. Complex systems and the basic approaches of economics. Modelling as a method of examination. Mathematical assets in analysis. Measuring problems in economics. Mutual dependency and trade advantages. Market economy and market processes. The force of demand and supply in the market. Flexibility and its application. Effects of governmental measures on the functioning of the market. Markets and welfare. Consumers, producers and the efficiency of the market. Applications of market models: cost of taxes, international trade. Public economics: external economic effects, public goods, common resources. | | | | | | |

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| | Company behaviour and the market structure. Competitive markets and the monopoly. Analysing macroeconomic data. Measuring national income and the costs of living. Social and economic welfare, quality of life. Long-term functioning of real economy. Production and economic development. Development models. Savings and investments. Monetary system and the basics of finance. Economics of the labour market. The monetary system. The amount of cash and the inflation in a long term. Short term economic fluctuations. Aggregated demand and supply. Short term possibilities of economic policy. Macroeconomics of open economics. |
| Activity forms of students | Instructor will give lectures on major concepts and issues. Students will be asked to work on questions, as a review of some major concepts. Various economic issues will also be discussed. Directional processing of theoretical material 17% Theoretical material processed individually 17% Guided problem solving 17% Solving problems individually 49% |
| Compulsory reading and its availability | Mankiw, N. Gregory Principles of Economics (2007) Sixth Edition, by Mason, Ohio: Thomson South-Western Handouts from the lecturer |
| Recommended reading and its availability | Samuelson, Paul Anthony - Nordhaus, William D. Economics(2009) McGraw-Hill Publ.Comp Mankiw, N. Gregory (2007;2009) Essentials of Economics, 5th 7th Edition South-Western Begg, D., S. Fischer and R. Dornbusch Economics (2002) -7th Edition-(McGraw- Hill) |
| Hand-in Assignments/ measurement reports | Preparation and presentation of home assignments on pre-determined topics of micro and macroeconomics |
| Description of midterm tests | Usually lasts for one hour and covers everything taught up to the date of test. The question paper will consist of multiple choice questions and short essay questions. |

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Mathematics 2.

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|---|--------------|---|---|----|---|--------------|-------------------------|----------------|----------|-----------------------|---------------------|
| Subject name | In Hungarian | | Matematika 2. | | | Level | | A | | | |
| | In English | | Mathematics 2. | | | | | DUEN-IMA-211 | | | |
| Subject code | | | | | | | | | | | |
| Responsible educational unit | | | Institute for Informaticon Technology | | | | | | | | |
| Name of Mandatory Preliminary Study | | | DUEN-IMA-151 Mathematics 1. | | | | | | | | |
| Number of Lessons | | | | | | Requirements | | Credits (ECTS) | | Language of Education | |
| | Lecture | | Seminar | | Laboratory | | | | | | |
| Full-time | 150/39 | 1 | | 2 | | 0 | CA | | | | |
| Correspondence | 150/15 | 5 | | 10 | | 0 | (Continuous assessment) | | 5 | | English |
| Teacher responsible for the course | | | Name | | Dr. Joós Antal | | | | Position | | Associate Professor |
| Educational goals | | | To be acquainted with the basic knowledge referring to mathematics, probability, mathematical statistics which are required to the special subjects, as well as improvement of mathematical knowledge to study specialized literature. Student knows and understands the most remarkable relations, connections, and set of ideas. | | | | | | | | |
| Typical delivery methods | | | Lecture | | Introducing notions and methods in lecture hall using blackboard and projector. | | | | | | |
| | | | Seminar | | Teaching in small groups, solving computational and applied exercises. Using projector, blackboard, calculator. | | | | | | |
| | | | Laboratory | | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | Knowledge Student knows methods and procedures required for solving of mathematical tasks from economic areas. Student has enough knowledge referring to mathematics, probability, and mathematical statistics which are required by his/her special field | | | | | | | | |
| | | | Ability Student is able to apply the studied mathematical knowledge and activity. Student is able to apply the studied methods and procedures. Student is able to create an own solving-plan and argue. Student is able to organize his/her own learning procedure as well as to find and use different learning sources. | | | | | | | | |
| | | | Attitude Student is willing getting acquainted with mathematical developments and innovations and their acceptance. Student is interested in new methods and means referring to his/her specialization. | | | | | | | | |
| | | | Autonomy and responsibility Student takes responsibility for his/her own work and the works of fellows at school | | | | | | | | |
| Brief description of the subject content | | | Combinatorial analysis. Experiment, sample space and events, basic event-operations. The probability of an event. Axioms of probability. Conditional probability. Independent events. Theorem of Total Probability. Bayes' Theorem. Random variables and their characteristics. Notable probability distributions. The Week Law of Large Numbers. The Central Limit Theorem. Basic notions in statistics. Samples. Descriptive statistics. Numerical and graphic characterization of data sets. Inferences about a population. Theory of estimation. Point estimation and estimation by confidence interval for the population mean, for standard deviation and for a proportion. Statistical hypotheses, basic concepts. Parametric tests for the mean and for the standard deviation. Nonparametric tests. The bases of correlation and regression analysis | | | | | | | | |
| Activity forms of students | | | Learning of the theory with direction and without direction. Solving mathematical exercises with direction and without direction using pattern and examples. Directed learning of theoretical material 10 % Independent learning of theoretical material 30 % Directed exercise solving 30 % Independent exercise solving 30 % | | | | | | | | |
| Compulsory reading and | | | [1] R.E. Walpole, R.H. Myers, S.L.Myers, K.Ye: Probability and Statistics for Engineers and | | | | | | | | |

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| its availability | Scientists, 9th Edition, ISBN 978-0-321-62911-1 |
| Recommended reading and its availability | <p>[2] Ross, Sheldon: A First Course in Probability, Pearson Education Inc., ISBN 0-13-201817-9 http://zalsiary.kau.edu.sa/Files/0009120/Files/119387_A_First_Course_in_Probability_8th_Edition.pdf</p> <p>[3] Hoel, Paul G.: Introduction to Mathematical Statistics (A Wiley Publication in Mathematical Statistics) Third Edition, John Wiley & Sons, Inc. New York-London-Sydney</p> |
| Hand-in Assignments/measurement reports | |
| Description of midterm tests | <p>Test 1. Probability 1. Content of the lectures and seminars. Combinatorial analysis. Operation with events. Applications of the theorems of probability. Dependency and independency of events. Theorem of Total Probability and Bayes' Theorem. (20 scores, 20 minutes, according to the course program)</p> <p>Test 2. Probability 2. Content of the lectures and seminars. Random variables. Cumulative distribution function and density function and their properties and applications. Calculation notable numerical characteristics. Notable discrete and continuous probability distributions. Law of Large Numbers. (30 scores, 25 minutes, according to the course program)</p> <p>Test 3. Mathematical statistics 1. Content of the lectures and seminars. Basic terms and definitions. Graphical and numerical characterization of data sets. Point estimation and estimation by confidence intervals. (20 scores, 20 minutes, according to the course program)</p> <p>Test 4. Mathematical statistics 2. Content of the lectures and seminars labors. Testing hypotheses. Basis of correlation and regression analysis. (30 scores, 25 minutes, according to the course program)</p> <p>Usage of cellular phone is prohibited.</p> |

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Principles of Accounting

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|---|--------|--------------|---|--|----|---|---|-------------------------|---|-----------------------|--|-------------------|
| Subject name | | In Hungarian | | Számvitel alapjai | | | | Level | | A | | |
| | | In English | | Principles of Accounting | | | | | | DUEN-TKT-217 | | |
| Subject code | | | | | | | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management | | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | | | |
| Number of Lessons | | | | | | Requirements | | Credits (ECTS) | | Language of Education | | |
| | | Lecture | | Seminar | | Laboratory | | | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA | 5 | English | | |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | (Continuous assessment) | | | | |
| Teacher responsible for the course | | | | Name | | Dr.Erzsébet Szász | | | | Position | | College Professor |
| Educational goals | | | | By the end of the course, students will get acquainted with the purpose, philosophy, structure, requirements and principles of the (Hungarian) Law of Accounting. They will have an overall view of the interrelations of tax systems and accounting in economic practice. They will be familiar with the materials and tools necessary for the application of accounting software programs. They will be able to understand business processes and analyze them under professional guidance. | | | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of a projector or a computer in each lecture. | | | | | | |
| | | | | Seminar | | In a classroom with the use of a projector or a computer in each seminar. | | | | | | |
| | | | | Laboratory | | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students know the most important context and theories of accounting and they make up the terminology. the basic knowledge acquisition and problem-solving methods of accounting | | | | | | | | |
| | | | | Ability Students will get acquainted with the purpose, philosophy, structure, requirements and principles of the (Hungarian) Law of Accounting; and they will have an overall view of the interrelations of tax systems and accounting in economic practice. They will be able to: apply accounting software programs. understand business processes analyze them under professional guidance understand economic phenomena analyze their effects on the balance and results of a business | | | | | | | | |
| | | | | Attitude Good accountants are patient, well-educated and have empathy, i.e. they can identify with the representatives of the other side and accept their opinion. Good, future-oriented bargainers respect their counterpart, are trustworthy and not aggressive. They are open and willing to cooperate discussing all points of the negotiation process, as well as express their opinion, but without disclosing any important information about the circumstances of their own company. They take responsibility for their work. | | | | | | | | |
| | | | | Autonomy and responsibility Students are expected to consider comprehensive, fundamental professional problems independently based on the literature and other recommended sources for the course. | | | | | | | | |
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| | Students are open to cooperate with other professionals of the field and take responsibility for their professional stand. |
| Brief description of the subject content | |
| Activity forms of students | Weekly tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15% |
| Compulsory reading and its availability | Materials on MOODLE from accountingcoach.com http://www.accountingcoach.com/ |
| Recommended reading and its availability | Accounting Principles: Finance Skills [free-management-ebook]. Full text at http://www.free-management-ebooks.com/dldebk/dlfi-principles.htm AGTARAP-SAN JUAN, Donatila (2007): Fundamentals of Accounting: Basic Accounting Principles Simplified for Accounting Students. Bloomington: Author House, 408 p. ISBN 978 1 434 32299 9 CELENDER, Michael A. (2013): Accounting Basics: Complete Guide. Create Space Independent Publishing Platform, 378 p. ISBN 978 1 482 32481 5 |
| Hand-in Assignments/measurement reports | |
| Description of midterm tests | General principles, case study |

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Social Science

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|---|--------|--------------|----|--|---|---|----------------------|-------------|---|--------------|-------------------|-----------------------|--|--|--|
| Subject name | | In Hungarian | | | | Társadalomtudományi ismeretek | | | | Level | | A | | | |
| | | In English | | | | Social Science | | | | | | DUEN-TKK-251 | | | |
| Subject code | | | | | | | | | | | | | | | |
| Responsible educational unit | | | | | | Institute for Social Sciences | | | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | | | | | | |
| Number of Lessons | | | | | | | | | | Requirements | Credits (ECTS) | Language of Education | | | |
| | | Lecture | | Seminar | | Laboratory | | | | | | | | | |
| Full-time | 150/39 | | 2 | | 1 | | | Examination | 5 | English | | | | | |
| Correspondence | 150/15 | | 10 | | 5 | | | | | | | | | | |
| Teacher responsible for the course | | | | Name | | | Dr. Anetta Bacsa-Bán | | | Position | College Professor | | | | |
| Educational goals | | | | The course combines elements of general introduction into social sciences with description of the structure and functioning of the main societal and political systems. Various issues of modern democratic state and society are offered for consideration, what may contribute to development of individual constructs. The course may contribute not only to acquisition of basic concepts of social affairs, but also to the development of communication skills, empathy, tolerance, critical assessment of social and political life and - hopefully - to prejudice free perception of political and intercultural differences. | | | | | | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | | | | | | |
| | | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | | | | | | |
| | | | | Laboratory | | | | | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students know: the concept of sociology, and some outstanding representatives of the discipline, the concept of globalization, and the facts contributing to its formulation, the interaction between society and economy, they know the rules of social stratification, the economic and social effects and problems caused by ageing society, the problems and the challenges of primary and secondary social agents (family school, work place), the concept of gender, and on the basis of that the types of social distinction, big world religions, and their main disciplines, the concept of race and ethnicity, and can mention an example on ethnic cleansing, the concept of deviance and its types. | | | | | | | | | | | |
| | | | | Ability Students will be able to: differentiate positive and negative features of post-modern society on | | | | | | | | | | | |

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| | <p>the basis of their effect on average people, realize - both in their and in others' life – the opportunities and the risks indicated by economic changes and social mobility, realize the problems caused by ageing society both on macro and micro level, realize the harmful effects of gender discrimination, realize the positive features of people and peoples belonging to other ethnic groups, realize the sign of deviance in their surroundings.</p> <p>Attitude They are open to opportunities offered by social and economic changes. They have problem solving approach to social problems. They are open to others' opinions and solutions. They have refer to people with empathy who have different features from their own. They respect people having different value system and belonging to different ethnicity.</p> <p>Autonomy and responsibility They independently decide the questions regarding their own labour market situation. They take responsibility in their own opinions and decisions on social problems. They have moderate and responsible opinions on people belonging to other religion and ethnicity.</p> |
| Brief description of the subject content | <p>The course structure contains elements of sociology and political sciences. Combination of these disciplines creates excellent opportunity for understanding of human social - and societal - behaviour. Main topics of the course are as follows: Sociology and its place among social sciences. History and the main representatives of sociology. Foundations of societal structure; class system. Socialization process, population and aging society. Family, new types of modern families. Socialization disorders. Ethnic groups, minorities, and race in plural societies. Hungarian ethnic minorities. Religion and church. Hungarian religious profile. Education. Sexuality and gender, sexual orientation. Deviance and crime, victims and perpetrators. Development and the structure of political sciences. State and political science. Political systems. Political ideologies. Political parties. Party systems. Contemporary democratic political systems.</p> |
| Activity forms of students | <ul style="list-style-type: none"> - Interpretation of suggested readings - Individual and team projects - Comparison and evaluation of opinions - Debates and productive arguing are encouraged - Team work - Realization of interests |
| Compulsory reading and its availability | GIDDENS, Anthony – SUTTON, W. Philip (2013): <i>Sociology</i> . Polity Press. Cambridge. UK. |
| Recommended reading and its availability | <p>BROWNE, Ken (2013): <i>Sociology for AS AQA</i>, Polity Press. Oxford. UK.</p> <p>MACIONIS, J. John (2013): <i>Society: the basics</i>. Upper Saddle River,</p> |

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| | NJ. USA. GOTTFRIED, Heidi (2012): <i>Gender, Work, and Economy: Unpacking the Global Economy</i> . Polity Press. Cambridge. UK. |
| Hand-in Assignments/ measurement reports | Students have to take a final test (listening comprehension, problem-solving task and translation). |
| Description of midterm tests | Short essay on a given theme. A tárgy vizsgaköteles. A vizsga feltételei: ppt prezentáció egy választott témából, szóbeli felelet tételhúzás után |

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Human Resource Management

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|-------------------------------------|--------------|--|---|------------------------------|---|--------------|----------------|----------------------------|-----------------|---------|
| Subject name | In Hungarian | | | Emberi erőforrás menedzsment | | | | Level | A | |
| | In English | | | Human Resource Management | | | | | DUEN-TVV-111 | |
| Subject code | | | | | | | | | | |
| Responsible educational unit | | | Institute for Social Sciences Department of Economics and Management Sciences | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons per semester | | | | | | Requirements | Credits (ECTS) | Language of Education | | |
| | Lecture | | Seminar | | Laboratory | | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA (Continuous assessment) | 5 | English |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | | | |
| Teacher responsible for the course | | | Name | | Dr. habil Mónika Rajcsányi-Molnár | | | Position | College Teacher | |
| Educational goals | | | <p>The goal of the course is to develop the essential skills required of employees at the workplace and to expand students' HR management skills.</p> <p>The course broadens the students' knowledge and gives abilities to manage the labor market institutions and policies, workplace and labor market characteristics, the system of labor relations, competence and motivation management, personnel management activities, organizational behavior, organizational communication, human resource management case studies, occupational safety and health project management.</p> | | | | | | | |
| Typical delivery methods | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | | |
| | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | | |
| | | | Laboratory | | | | | | | |
| Requirements | | | Knowledge The students know the basic facts, relationships, boundaries, limitations in human resource management (HRM) system of knowledge and activity. They know and understand the processes and procedures for the modalities of human activities. They familiar with the business of manufacturing and service processes, human and social relationships, their impact on human resources. knows that a key element in the prosperity of the people working successfully | | | | | | | |
| | | | Ability The students can apply the analyzing methods and tasks (planning, organizing, and thinking in alternatives, inspection) on theoretical and practical grounds. They are able to achieve the tasks assigned to them without control and inspection. They can plan, schedule and complete the tasks within their scope of responsibility. They can make the suggestions and decisions and take measures required for successfully solving a task within their own scope of competence. | | | | | | | |
| | | | They are capable of understanding the cause-result relationship and using analyzing skills in the activity chain of planning-organizing-decision preparing-decision-making They can c apply the roles connected to employment and use and utilize managerial competences. | | | | | | | |
| | | | They are able to formulate an opinion of their own, deliver and defend it. | | | | | | | |
| | | | Attitude Good negotiators are patient, well-educated and have empathy, i.e. they can identify with the representatives of the other side and accept their opinion. Good, future-oriented bargainers respect their counterpart, are trustworthy and not aggressive. It takes into account the employment practices of legal, ethical and professional rules. Susceptible to accommodate new information, new tasks that require collaboration. Considers it important for individual career planning. It strives to lifelong learning and help the staff as well. | | | | | | | |
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| | Autonomy and responsibility In professional questions negotiators can play the role of a decision-maker and are able to solve problems alone. They can tackle problems as responsible persons, i.e. can decide if it is a need in a certain negotiation phase or situation to cooperate with others. Ability to select its own staff, taking into account the specified criteria. Ability to independently supply the areas it controls human processes. Sense of responsibility for subordinates working fellow. |
| Brief description of the subject content | Evolution of the human resource management. Environmentally determination of HRM. The HRM place in the organizational structure. The HRM's activities and tasks. Job planning, analysis, competency models. Career management, career planning alignment of individual and organizational career opportunities. The workforce training and development opportunities. Performance evaluation and feedback management. Compensation and incentive systems. Industrial relations system. Management of organizational changes. New trends in HRM practice. |
| Activity forms of students | Pair work presentation Group work (case study analysis) |
| Compulsory reading and its availability | David Campbell & Tom Craig(2011):Organisation and the Business Environment, Second edition, Routledge Publishing, USA Materials on Moodle Handouts from the lecturer |
| Recommended reading and its availability | TORRINGTON, Derek – HALL, Laura – TAYLOR, Stephen (2005): Human Resource Management. Pearson Education Limited, Essex, England.810 p. ISBN 978-0-273-68713-9 ARMSTRONG, Michael (2009): A handbook of Human Resource Management Practice, 11th ed. London: Kogan Page 1062 p. ISBN 0-7494-4631-5 http://www.academia.edu/1418840/ARMSTRONGS_HANDBOOK_OF_HUMAN_RESOURCE_MANAGEMENT_PRACTICE) |
| Hand-in Assignments/ measurement reports | Students have to take a final test |
| Description of final test | Multi-choice questions |

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Value Based Management and Public Value

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|---|--------------|--|---------|---|-------------------------|-------------------------|----------------|-----------------------|
| Object name | In Hungarian | Értéktéremtő folyamatok menedzsmentje | | | | Level | A | |
| | In English | Value Based Management and Public Value | | | | | DUEN-TKT-110 | |
| Subject code | | | | | | | | |
| Responsible educational unit | | Institute for Social Sciences Department of Economics and Management | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | |
| Number of Lessons | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | Seminar | | Laboratory | | | |
| Full-time | | 2 | | 1 | | CA | 5 | English |
| Correspondence | | 10 | | 5 | | (Continuous assessment) | | |
| Teacher responsible for the course | | Name | | | Dr. habil István András | | Position | College Teacher |
| Educational goals | | Students will - get an overview of the internal operational processes of companies as well as of those built on the cooperation between business organizations. - explore the factors necessary for the strengthening and maintaining a company's competitive advantage. - study the concept of community value and - analyse the ways of how to create the maximum value for a community from always scarce resources. | | | | | | |
| Typical delivery methods | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | |
| | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | |
| | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquire | | Knowledge Students are expected: - To be familiar with the fundamental and comprehensive facts, directions and boundaries of the management of value-creating processes. - To know the most important relations, theories and terminology of the field. - To acquire fundamental knowledge and problem-solving techniques related to value-creating processes. | | | | | | |
| | | Ability Students should be able to - Control and execute the tasks assigned to them without guidance and control, - Plan, schedule and perform tasks under their own responsibility, - Complete the necessary tasks successfully, - Consider proposals, make decisions and take actions within their field of competence, - Apply managerial roles and competencies beneficially, - Form, declare and defend their opinions. | | | | | | |
| | | Attitude - Open to conveying and transmitting the fundamental principles, the comprehensive way of thinking and the basic features of the practical operation of the profession. - Continuous self-development needs specific to the EU. | | | | | | |
| | | Autonomy and responsibility - Students independently consider comprehensive, fundamental professional problems and reflections based on the given sources. | | | | | | |

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| | - Professionals of the field are characterized by co-operation and responsibility. |
| Brief description of the subject content | The course deals with real processes of cooperation inside and between companies from the point of view of the top and middle corporate managements. It studies to what extent and how these can contribute to maintaining and improving the competitiveness of the company. The students get to know the concept of community value and we will analyze how to create the highest possible value for the community from the always scarce resources. |
| Activity forms of students | Weekly tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15% |
| Compulsory reading and its availability | CHASE. AQUILANO JACOBS. McGraw Hill Higher Education, ninth edition online version: http://site.iugaza.edu.ps/aschokry/files/2011/09/Introduction-toOperations-and-Production-management-chap-11.pdf Materials on MOODLE |
| Recommended reading and its availability | Chase (Author), Aquilano (Author), Jacobs (Author): Operations Management , McGraw-Hill, 2014 ISBN# 9780071180306 |
| Hand-in Assignments/ measurement reports | |
| Description of midterm tests | |

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Environmental Economy

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|----------------------------------|--------------|--|--|-----------------------------|-------------|--------------|-----------------------|
| Name of the course: | magyarul: | Környezetgazdaságtan | | | Code: | DUEN-MUT-111 | |
| | angolul: | Environmental Economy | | | | | |
| Responsible education unit: | | Chair of Natural Sciences and Environmental Protection | | | | | |
| Prerequisite: | | - | | | Code: | - | |
| Type | Weekly hours | | | Place of lab | Measured by | Credit | Language of education |
| | Lecture | Seminar | Lab | | | | |
| | 2 | 1 | 0 | - | CA | 5 | English |
| In the Curriculum | | | | | | | |
| Course (Major) | | Subcourse (Minor) | | Modul type | | Semester | Electibility |
| | | - | | Special professiona studies | | | |
| Responsible professor | | Name: | Endre Kiss Dr. | | | position: | |
| | | | | | | e-mail: | |
| | | Address: | M22 | | | | |
| Characteristic delivery methods: | | Lecture: | For everyone together, with ppt Student presentation on ech second week with ppt. | | | | |
| Aims: | | To see and understand the problems of environment, and to understand the relations between environment and economy | | | | | |
| Compulsory literature: | | Literature on the Moodle system | | | | | |
| | | Environmental Economy on Moodle | | | | | |
| Tests: | | 6th and 13th | | | | | |
| Evaluation: | | Average of the test's average and the seminar presentation's average | | | | | |

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Management

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| Subject name | | In Hungarian | | Menedzsment | | | | Level | | A | | | | | | | | | |
| | | In English | | Management | | | | | | DUEN-TVV-114 | | | | | | | | | |
| Subject code | | | | | | | | | | | | | | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management Sciences | | | | | | | | | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | | | | | | | | | | |
| Number of Lessons | | | | | | Requirements | | Credits (ECTS) | | Language of Education | | | | | | | | | |
| | | Lecture | | Seminar | | | | | | | | Laboratory | | | | | | | |
| Full-time | | 150/39 | | | | 1 | | | | 2 | | 0 | | CA | | 5 | | English | |
| Correspondence | | 150/15 | | | | 5 | | | | 10 | | 0 | | (Continuous assessment) | | | | | |
| Teacher responsible for the course | | | | Name | | | | Dr. habil Mónika Rajcsányi-Molnár | | | | Position | | College Teacher | | | | | |
| Educational goals | | | | The module provides a comprehensive understanding of management in theory and in practice. The course is designed to familiarize students with the most important information for the management of labor organizations, to provide insight into the "special" management dimensions, and those determinants. | | | | | | | | | | | | | | | |
| Typical delivery methods | | | | Lecture | | | | In a classroom with the use of projector or computer in each lecture. | | | | | | | | | | | |
| | | | | Seminar | | | | In a classroom with the use of projector or computer in each seminar. | | | | | | | | | | | |
| | | | | Laboratory | | | | | | | | | | | | | | | |
| Requirements | | | | Knowledge Students as potential manager: Familiar with the fundamental aspects of science organization, the most important concepts, requirements, relationships and procedures. It learns supply management tasks, theoretical and methodological foundations of the exercise of the functions. Familiar with the planning, organization and management frequently used procedures and methods. Familiar with the leadership style models and understand their role in effective leadership behavior. | | | | | | | | | | | | | | | |
| | | | | Ability Students will be able to: analyse and develop the management and decision making mechanisms of work organizations effectively organize individual and team work identify and solve problems integrate knowledge recognize and evaluate alternatives handle operative planning tasks work in groups accept divergent views manage time select and focus on various tasks identify, understand and apply different leadership styles understand and manage organizational processes | | | | | | | | | | | | | | | |
| | | | | Attitude Open to accommodate new innovative approaches. Avoids the stereotypes. Not think schemas. | | | | | | | | | | | | | | | |
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| | <p>Susceptible development opportunities for exploitation. Good, future-oriented bargainers respect their counterpart, are trustworthy and not aggressive. They are open and willing to discuss all points of the negotiation process, as well as express their opinion, but without disclosing any important information about the circumstances of their own company.</p> <p>Autonomy and responsibility In professional questions negotiators can play the role of a decision-maker and are able to solve problems alone. They can tackle problems as responsible persons, i.e. can decide if it is a need in a certain negotiation phase or situation to cooperate with others.</p> |
| Brief description of the subject content | <p>Interpretation and origin of management. The role and importance of management in the governance of companies. Historical overview of management studies: concepts, schools, trends; similarities and differences. Practicing management functions: - Planning: vision of the future, goal hierarchy, short term and operative planning, planning methods. - Organizing: changing the structure, processes, defining organizations, division of labor, developing processes and organizational structures, structural differences of organizations, organization types and characteristics. - Control: changing conditions, exercise authority, define norms, measurement, evaluation and adjusting, managing everyday problems. - Coordinating: harmonizing goals-processes-organization, coordination tools, operation control, task-authority-responsibility fit, control processes of organizations: rules of organization and operation, professional rules and regulations, job description. - Leadership: leadership effectiveness, leadership styles: characteristics, decision making theories, behavioral theories, contingency-approach. Organizational culture and strategy. Components and dimensions of culture. Understanding and analyzing cultural differences. Managing corporate culture.</p> |
| Activity forms of students | <p>Frontal work: 30 % Individual presentation 20% Group work: 35% Test: 15%</p> |
| Compulsory reading and its availability | <p>Williams-DuBrin-Sisk (1995): Management & Organization, South-Western Publishing Co. Cincinnati, Ohio, USA Materials on Moodle</p> |
| Recommended reading and its availability | <p>Chelsom-Payne-Reavill (2005): Management for Engineers, Scientists and Technologists, John Wiley & sons, Ltd, England</p> |
| Hand-in Assignments/ measurement reports | <p>Case study analysis Group work Individual presentation: An organization working goal, process and organizational structure</p> <p>These tasks cannot be replaced during the exams.</p> |
| Description of midterm tests | <p>Test</p> |

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Basic of Finance

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|---|--------------|---------|--|---------|---|----------------------------|--------------|-------------------------|-----------------------|-----------------|
| Subject name | In Hungarian | | Pénzügytan alapjai | | | | Level | A | | |
| | In English | | Basic of Finance | | | | | DUEN-TKT-114 | | |
| Subject code | | | | | | | | | | |
| Responsible educational unit | | | Institute for Social Sciences Department of Economics and Management | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | | Lecture | | Seminar | | Laboratory | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA | 5 | English |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | | Name | | | Dr. Andrea Keszi-Szeremlei | | | Position | College Teacher |
| Educational goals | | | By the end of the course the student is expected to understand the essential financial concepts and processes and to be prepared for more advanced economic, business and financial studies. The course covers a wide range of topics related to the basic concepts of finance, such as the role of the financial assets, the financial institutions and the financial system in modern economy. They learn about how the financial markets, the public budget processes and the international financial systems are functioning. They see the links between the domestic and international financial processes. They possess the basic toolbox for performing financial calculations. | | | | | | | |
| Typical delivery methods | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | | |
| | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | | |
| | | | Laboratory | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | Knowledge Students as potential financial professionals will know: the terminology, types and principles of financial markets, institutions and decisions, the steps of effective financial performance measurement, how to implement public finance and international financial, information in individual or collective financial decision situations, how to create and claim value. | | | | | | | |
| | | | Ability Students will be able to: collect and analyze financial information, make financial decisions in their professional and private activities, apply professional experiences learnt during their economic, business, and financial activities to improve their financial decisions and the effectiveness of their activities. | | | | | | | |
| | | | Attitude Students are expected to be good at understanding financial situations, to become well-educated financial professionals with empathy, i.e. they can identify and solve financial situations with the other players of financial markets and institutions, based on financial reasoning; competent, development-oriented financial professionals, who respect their counterparts, are trustworthy and purposeful; open and willing to discuss all aspects of financial problems which they face in their activities, as well as express their opinion, but without disclosing any sensitive information about the economic, business and financial circumstances of the company or the institution where they are working. | | | | | | | |

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| | <p>Autonomy and responsibility</p> <p>In professional financial questions, students can understand complex financial situations, play the role of a decision-maker; are able to solve basic financial problems alone; can tackle problems as responsible persons, i.e. can decide if there is a need in a certain financial situation to cooperate with others.</p> |
| Brief description of the subject content | The course makes students acquainted with the main financial concepts, financial markets, institutions, and decisions. The course presents students introductory issues of public finance and international finance, contributing to the development of their financial thinking skills. |
| Activity forms of students | <p>Discussing theoretical financial concepts and case studies/applications under the tutor's guidance: 30%</p> <p>Solving exercises under the tutor's guidance: 40%</p> <p>Learning course material and doing exercises independently: 30%</p> |
| Compulsory reading and its availability | <p>Lecturer's notes available on MOODLE</p> <p>Study materials provided on MOODLE</p> |
| Recommended reading and its availability | <p>Pamela Peterson –Drake-Frank J.Fabozzi: The Basics of Finance, An Introduction to Financial Markets, Business Finance and Portfolio Management, The Frank J.Fabozzi Series, 665 pages, Wiley Online Library, Elérhető: http://elib.peaceland.edu.ng:8383/greenstone3/sites/localsite/collect/peacelan/index/assoc/HASHc0b1.dir/doc.pdf</p> <p>Eddie McLaney- Business Finance, Theory and Practice, 8th Edition, Pearson Education, Letölthető: http://www.books.mec.biz/tmp/books/E58R5U5EUTFE1SF8SBF3ZSBVUI16N6.pdf</p> |
| Hand-in Assignments/ measurement reports | Submitting the study material of the presentations delivered in the seminars (10 pages, type space: 1.5, font size: 12, Times New Roman) |
| Description of midterm tests | The midterm in-class tests will take 120 minutes. The composition of each midterm test: quiz questions with true or false and open ended questions on theory (40%), calculations and problem solving (60%). Solutions will be accepted only with exact demonstration and comments on how the student obtained his/her results. |

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Operational research and Decision theory

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| Object name | In Hungarian | Operációkutatás és döntéshelmélet | | | | | Level | A | |
| | In English | Operacional research and Decision theory | | | | | | DUEN-IMA-214 | |
| Subject code | | | | | | | | | |
| Responsible educational unit | | Department of Computer System and Control Engineering | | | | | | | |
| Name of Mandatory Preliminary Study | | Mathematics 2. DUEN-IMA-211 | | | | | | | |
| Number of Lessons | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | Seminar | | | Laboratory | | | |
| Full-time | 150/39 | | 1 | | | 2 | CA | | |
| Correspondence | 150/15 | | 5 | | | 10 | (Continuous assessment) | 5 | English |
| Teacher responsible for the course | | Name | | | Dr Györgyi Strauber | | | Position | College Teacher |
| Educational goals | | In the framework of the subject, students will get acquainted with the essential decision theory concepts, problems and appropriate problem solving methods that fundamentally determine the functioning of business organisations. | | | | | | | |
| Typical delivery methods | | Lecture | | Lectures for all students, with Powerpoint presentations. | | | | | |
| | | Seminar | | Solving exercises partly in classroom, partly in a computer laboratory. | | | | | |
| | | Laboratory | | | | | | | |
| Brief description of the subject content | | The concept, the components, the problems and the solution procedure of decision making. Decision theory approaches; the role and interaction of the decision-maker and the organization in the decision making process; The principle of bounded rationality, the effect of the individuality of the decision-maker on his/her decision (forming the scale of values, estimation and handling of uncertainty; risk-taking, the questions of the judgement of usefulness. The effect of the individual, the group and the organization on decisions. The fields and the most important methods of decision support. The relationship between the individual and the organizational decision-making system, the solution alternatives of decision support, the role of the decision support systems. Problems of measurement and modeling. Measurement of usefulness and uncertainty, evaluation and modeling of decision situations of single and multiple variables. Decision tables, decision trees. Ranking alternatives. Multiple variable decision making methods. | | | | | | | |
| Activity forms of students | | Taking lecture notes, directed and individual exercise solving. | | | | | | | |
| Compulsory reading and its availability | | CHOICES, Michael Resnik (2009): An Introduction to Decision Theory, University of Minnesota, 1987. STEIN James (2009): The Right Decision: A Mathematician Reveals How the Secrets of Decision Theory, McGraw-Hill, 2009. PETERSON, Martin(2009): An Introduction to Decision Theory, Cambridge University Press, 2009 | | | | | | | |
| Recommended reading and its availability | | FRENCH, Simon (1993): Decision Theory: an introduction to the mathematics of rationality. New York: Horwoord 448 p. ISBN 0 470 203 08 0 | | | | | | | |
| Hand-in Assignments/measurement reports | | | | | | | | | |
| Description of midterm tests | | There will be 2 midterm tests (exams) on the weeks 7 and 14. The tests may be repeated only once on the week 15. | | | | | | | |

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Marketing

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| Subject name | | In Hungarian | | | Marketing | | | Szintje | | A | | | | | |
| | | In English | | | Marketing | | | Level | | A | | | | | |
| Subject code | | | | DUEN-TVV-215 | | | | | | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management Sciences | | | | | | | | | | | |
| Name of Mandatory Preliminary Study | | | | DUEN-TVV-122 Entrepreneurship | | | | | | | | | | | |
| Number of Lessons | | | | | | | | | | Requirements | | Credits (ECTS) | | Language of Education | |
| | | Lecture | | Seminar | | | Laboratory | | | | | | | | |
| Full-time | | 150/39 | | 1 | | 2 | | 0 | | CA | | 5 | | English | |
| Correspondence | | 150/15 | | 5 | | 10 | | 0 | | | | | | | |
| Teacher responsible for the course | | | | Name | | | | Dr. Andrea Györgyi Szalay | | | | Position | | College Professor | |
| Educational goals | | | | The curriculum supports the student's mastery of marketing concepts and highlights their interconnections with different disciplines. During the course, students understand and apply the concepts of the market, the tools of marketing environment analysis, market sharing criteria and methodologies, become familiar with the purchasing decision process and the factors influencing customer behavior. Students understand the diversity and variations of marketing tools, and become proficient in using the most important marketing techniques and institutional marketing communications. | | | | | | | | | | | |
| Typical delivery methods | | | | Lecture | | | | Flipchart, blackboard and other multimedia equipment in auditorium | | | | | | | |
| | | | | Seminar | | | | Flipchart, blackboard and other multimedia equipment in smaller seminar rooms suitable for group work. | | | | | | | |
| | | | | Laboratory | | | | | | | | | | | |
| Requirements | | | | Knowledge By the end of the semester, students as potential marketing practitioners comprehend the basic concepts used in marketing and PR know the basic tools of marketing and recognize the relationships among them know the elements of an organization's internal and external environment and their interaction with the company's marketing and PR activities know and appropriately apply market research methodologies | | | | | | | | | | | |
| | | | | Ability Students will be able to: Use and apply the basic terms and vocabulary of the profession with confidence Synthesize and organize their knowledge and apply it in the appropriate situations Examine business problems with a marketing approach Analyze the market of a product or service Detect correlations between strategic and operational marketing processes. Detect the relationship and interactions between the company, its customers and business partners | | | | | | | | | | | |
| | | | | Attitude Students should be: Open to classroom case studies, and to the active interpretation of discussed situations. Sensitive and critical towards theoretical and practical innovation Susceptible to development opportunities for exploitation. | | | | | | | | | | | |
| | | | | Autonomy and responsibility Responsible for his/her own development. Cooperate with the instructor and fellow students, seeks to solve the discussed problems. Feel responsible for the development of his/her working environment | | | | | | | | | | | |
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| Brief description of the subject content | Concepts and instruments of marketing, main communication channels and strategies. Components of the marketing mix, market participants, the basic processes of marketing management. Consumer behavior, B2B markets, the basic methods of marketing research. Pricing, product development, brands, branding and challenges of contemporary marketing |
| Activity forms of students | Case study analysis, Presentations, Individual work, Frontal class work, Group work, Role play |
| Compulsory reading and its availability | Kotler, P. – Wong, V. – Saunders, J. – Armstrong, G.: Principles of Marketing, 4th European Edition, Pearson, 2005, DUE Library |
| Recommended reading and its availability | Kotler, P. – Armstrong, G.: Marketing: An Introduction, Pearson, 2015 Kotler, P. – Kartajaya, H. – Setiawan, I.: Marketing 4.0: Moving from traditional to digital, Wiley, 2017 Palmer, A.: Introduction to marketing, Oxford University Press, 2003 |
| Hand-in Assignments/ measurement reports | Group work (Week 11): Creating and presenting the marketing plan of a chosen company. The marketing plans have to be submitted the day before the presentation the latest. Individual work (Week 7): Students have to analyse their own consumer habits (5-10 pages) and behaviours, and submit it in written form. The essay should contain citations from relevant scientific literature. |
| Description of midterm tests | The goal of the final test is to assess the students' knowledge and comprehensive understanding on the main marketing concepts, tools and strategies, and to measure and evaluate their knowledge in a system-wide context through complex problem solving. (Week 13.) |

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Operation and Quality management

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| Subject name | | In Hungarian | | Termelés- és minőségmenedzsment | | | | Szintje | A |
| | | In English | | Operation and Quality Management | | | | Level | A |
| Subject code | | | | DUEN-TVV-219 | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Organizational Development and Communication Science | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | |
| Number of Lessons | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | | Lecture | | Seminar | | | | | Laboratory |
| Full-time | 150/39 | | 1 | | 2 | 0 | CA | 5 | English |
| Correspondence | 150/15 | | 5 | | 10 | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | | | Name | | Dr. Anita Varga | | Position | College Professor |
| Educational goals | | | | The goal of this course is to prepare the students for efficient management of the production and quality assurance. It introduces the engineering business management students to the definition, scope and role of production management in system approach. In frame of this fundamental topic the students learn the Function Matrix and its application, the basic production systems and layout and their features, the basics of the marketing and technical life cycle management of product and related production technology. To understand the production management issues, the course contains the summary of the definition, methods and hierarchical levels of control, the stages of the product structure. The second part summarize the quality management systems, standards and the history of main quality standards and some hard and soft techniques of the quality management. | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | |
| | | | | Seminar | | In a classroom project work, small team and cooperative work with the use of projector or computer in each seminar. | | | |
| | | | | Laboratory | | | | | |
| Requirements | | | | Knowledge overviews the system of production and quality management, has a strategic and system-oriented thinking, knows the principles, policies and processes of production and quality management teams. | | | | | |
| | | | | Ability Students will be able to: applies the theoretical knowledge systematically in practice, manages the system components individually and in system, sketches the stages of control, implements the ISO 9001 standard, regulates basic-level processes, overviews the documentation of the quality system, manages changes, understands the professional literature, applies the definitions of the specialization professionally. | | | | | |
| | | | | Attitude opened for the innovations of the specialization pursue continuous self-improvement Able to solve problems alone. | | | | | |

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| | Can tackle problems as responsible persons. Self-training ability. Open for cooperation with professionals on other related fields. |
| | Autonomy and responsibility responsible for self-training co-operates with colleagues search the solutions for problems responsible for the development of work environment takes responsible part in forming professional opinions and its explanations |
| Brief description of the subject content | Definition of production, production management, interpretation in system approach. Production processes and process structures. Product structure. Production structure. Construction, manufacturing, industrial specialties. Technical, economic, human and IT factors of production. Price, cost and profit functions of production. Basic documentation of the production management. Quality, value, value hierarchy. Top management activities related to the quality. Components of the quality policy. Practical factors of the enterprise quality related activities. Quality management of services and business processes. Definition and parts of TQM and TVM. |
| Activity forms of students | Frontal work: 40 % Individual or group work: 40% Test: 20% |
| Compulsory reading and its availability | [1] KUMAR, S. Anil. <i>Production and operations management</i> . Second edition, ISBN : 978-81-224-2425-6, New Age International, 2008. |
| Recommended reading and its availability | [2] Graeme Knowles: <i>Quality management</i> , ISBN 978-87-7681875-3, BookBoon, 2011. |
| Hand-in Assignments/ measurement reports | Students have to write an industrial case study in 20-25 pages. |
| Description of midterm tests | Mid-term written exams (2 times): theoretical questions, practical tasks. |

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Business Communication

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|---|--------|--------------|---|--|----|---|---|-------------------------|----------------|-----------------------|
| Subject name | | In Hungarian | | Üzleti kommunikáció | | | | Szintje | A | |
| | | In English | | Business Communication | | | | Level | A | |
| Subject code | | | | DUEN-TKM-220 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Organizational Development and Communication Science | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | | Seminar | | Laboratory | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA | 5 | English |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | | | Name | | Dr. habil István András | | | Position | College Teacher |
| Educational goals | | | | The goal of the course is to develop the essential skills required in the field of business. The aim of the course is to familiarize students with certain communication roles required to fulfill managerial roles in an organization, to make students recognize the differences between horizontal and vertical business communication needs. Certain personal development processes will also be discussed during the course (self knowledge, group work, communication of decisions) | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | |
| | | | | Seminar | | In a classroom with the use of projector or computer in each seminar with the application of group work, role play and simulation game. | | | | |
| | | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students as potential business communicators know: the types, terminology and main principles of business communication the steps of effective business communication how to develop own business skills | | | | | | |
| | | | | Ability Students will be able to: analyse relevant literature choose and apply the business communication method appropriate for the professional situation define practices that will help the development of own business environment | | | | | | |
| | | | | Attitude Good business communicators are patient, well-educated and have empathy, i.e. they can successfully deal with communication issues with the hierarchy of a company Good, future-oriented bargainers respect their counterpart, are trustworthy. They are open to self development and self criticism. | | | | | | |
| | | | | Autonomy and responsibility In professional questions business communicators can play the role of a decision-maker and are able to solve problems alone. They can decide on the steps of usable method and support autonomy of co-workers. | | | | | | |
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| Brief description of the subject content | | | | The course familiarizes students with the types of business and institutional communication with the key concepts and phrases. The course presents students the barriers of successful self-advocacy. | | | | | | |
| Activity forms of students | | | | Weekly online tests: 20% Frontal work: 30 % | | | | | | |

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| | Individual or group work: 35% Test: 15% |
| Compulsory reading and its availability | Harvard Business Essentials. Negotiation (2003). Boston/Massachusetts: Harvard Business School Press. |
| Recommended reading and its availability | Ramsborg, G (2015) Professional Meeting Management: A Guide to Meetings, Conventions and Events. PCMA 6th edition Streibel, B (2002) The Manager's Guide to Effective Meeting. Briecase Book Series |
| Hand-in Assignments/ measurement reports | Home paper, presentations and case study analysis |
| Description of midterm tests | Defintion of main terms, multiple choice test and essay witing about a given business communication situation. |

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Corporate Finance

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|---|--------|--------------|----|--|----|--|---|-------------------------|----------------|-----------------------|
| Subject name | | In Hungarian | | Vállalati pénzügyek | | | | Szintje | A | |
| | | In English | | Corporate Finance | | | | Level | A | |
| Subject code | | | | DUEN-TKT-219 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management | | | | | | |
| Name of Mandatory Preliminary Study | | | | DUEN-TKT-114 Basics of Finance | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | | Seminar | | Laboratory | | | | |
| Full-time | 150/52 | | 2 | | 2 | | 0 | CA | 5 | English |
| Correspondence | 150/20 | | 10 | | 10 | | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | | | Name | | Dr. Andrea Keszi-Szeremlei | | | Position | College Professor |
| Educational goals | | | | The goal of the course is to develop the essential skills required of employees at the workplace and to expand students' financial analyzing skills. Within these fields students will get to know the main differences and similarities between financial decision types, and will learn how to increase the economic value of corporations. Therefore, students will be able to apply different types of financial decisions in a risky economic environment. | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of a projector and a computer in each lecture. | | | | |
| | | | | Seminar | | In a classroom with the use of a projector and a computer in each seminar. | | | | |
| | | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students will know: the types, terminology and main principles of financial decisions, the valuation of financial assets, how to measure financial risks and the cost of capital, the indicators of corporate performance measurement, the efficient market hypothesis and behavioral finance. | | | | | | |
| | | | | Ability Students will be able to: make evaluations of financial assets and investment decisions make estimations of financial risks and the cost of capital learn to improve the performance of corporations by applying professional financial decisions. develop effective investment strategies. | | | | | | |
| | | | | Attitude Good financial analyzing skills, which students are ready to apply to maximizing the value of corporations. They are open and willing to discuss and apply all points of their knowledge of corporate finance on behalf of enterprises. | | | | | | |
| | | | | Autonomy and responsibility In professional economic and business situations, financial managers should be able to play the role of an effective decision-maker and solve financial problems alone. They can tackle problems as responsible persons, i.e. can decide if there is a need to cooperate with others in a certain financial situation. | | | | | | |
| | | | | | | | | | | |
| Brief description of the subject content | | | | The course familiarizes students with: -the types, content and aims of financial decisions, -the valuation of financial assets using present value and net present value, -financial risk issues and the cost of capital, | | | | | | |

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| | -performance measurement -the efficient market hypothesis. |
| Activity forms of students | Discussing theoretical concepts and case studies under the tutor's direction: 40% Solving exercises under the tutor's direction: 30% Learning course material and solving exercises independently: 30% |
| Compulsory reading and its availability | Brealey, R.A., Myers, S.T., Allen, F. (2013): Principles of Corporate Finance. 11th ed., Boston: McGraw-Hill Materials on MOODLE. |
| Recommended reading and its availability | Berk, J. and De Marzo, P. (2014): Corporate finance. 3rd edition, Boston: Pearson. |
| Hand-in Assignments/ measurement reports | Students have to pass two midterm tests in the 7th and 14th weeks of the semester. |
| Description of midterm tests | The midterm in-class tests will take 120 minutes. The composition of each midterm test: quiz questions with true or false and open ended questions on the theoretical material of the course (40 percent); calculations and problem solving (60 percent). Solutions will be accepted only with comments and an exact demonstration of how the student obtained his/her results. |

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Business English for Economics

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|---|---|--------------|--|---|--|---|----------------|-----------------------|------------------|
| Subject name | | In Hungarian | | Gazdasági szaknyelv (angol) | | | | Szintje | A |
| | | In English | | Business English for Economics | | | | Level | A |
| Subject code | | | | DUEN-TKM-251 | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences, Department of Organizational Development and Communication Science | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | |
| Number of Lessons | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | | Lecture | | Seminar | | | | | Laboratory |
| Full-time | 0 | 1 | | 2 | | 0 | E (Exam) | 5 | English |
| Correspondence | 0 | 5 | | 10 | | 0 | | | |
| Teacher responsible for the course | | | | Name | | Erika Mészárosné Horváth | | Position | language teacher |
| Educational goals | | | | <p>Short description of the subject's goal</p> <p>The aim of the course is to deepen and broaden the knowledge of Business English for Economics by developing the four fundamental language skills (speaking, listening, reading and writing).</p> | | | | | |
| Typical delivery methods | | | | Lecture | | classroom practice (with a board), discussion, debate, group work, pair work, individual work | | | |
| | | | | Seminar | | | | | |
| | | | | Laboratory | | | | | |
| | | | | Other | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge | | | | | |
| | | | | During the course the students acquire the most commonly used vocabulary and terminology related to economics. By the end of the course they can make a conversation in the form of questions and answers in the topics covered in simple, short sentences. They are able to define basic concepts in a short, compact form. Furthermore, they understand the gist of short recordings related to the subject-specific topics covered, understand the information contained in shorter and longer authentic texts related to the topics covered during the course with the help of a dictionary, furthermore formulate short (5-6 sentences) texts related to the topics covered and make a simple description of different phenomena and processes related to economics. | | | | | |
| | | | | Ability | | | | | |
| | | | | He is able to meet the requirements of the positions related to his professional qualifications in different economic organisations. He is capable of effective communication both in native and international environments. He is able to develop his career on his own and evaluate his experience through continuous retraining. | | | | | |
| | | | | Attitude | | | | | |
| Brief description of the subject content | | | | open, receptive, interested, flexible, receptive, proactive, ambitious | | | | | |
| | | | | Autonomy and Responsibility | | | | | |
| | | | | The student continuously controls/monitors his learning process and develops strategies of his own. He is capable of self-development and incorporates the content learnt. He constructively participates in social language situations observing the language rules and norms acquired. | | | | | |
| Activity forms of students | | | | Structuring of information controlled by practice exercises: 50 % Individual | | | | | |

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| | work on exercises: 30 % Tests: 20 % |
| Compulsory reading and its availability | OSZTROLUCZKI Istvánné - PÁLMAI Orsolya (2006): The Basics of Business English for Economics. (Az angol gazdasági szaknyelv alapjai) Jegyzet. DF Kiadói Hivatal, Dunaújváros, 2006, 76 p. ISBN 978-963-9915-02-2 Availability: DF book shop |
| Recommended reading and its availability | David Cotton - David Falvey - Simon Kent: Market Leader Pre-Intermediate Third Edition . Pearson Education Limited. 2012. 175 p. ISBN: 978-1-4082-3707-6 (Availability: book stores) |
| Hand-in Assignments/ measurement reports | |
| Description of midterm tests | During the course the students write two midterm tests. |

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Marketing Management

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|-------------------------------------|--------|--------------|---|--|----|--|---|--------------|----------------|-----------------------|
| Subject name | | In Hungarian | | Marketingmenedzsment | | | | Szintje | A | |
| | | In English | | Marketing Management | | | | Level | A | |
| Subject code | | | | DUEN-TVV-150 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management Sciences | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | | Seminar | | Laboratory | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | E(exam) | 5 | English |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | | | |
| Teacher responsible for the course | | | | Name | | Dr. Andrea Györgyi Szalay | | | Position | College Professor |
| Educational goals | | | | The course supports the student's mastery of the main marketing and market concepts, marketing environment analyses, market sharing criteria and methodologies; demonstrates the decision process behind purchasing and the factors influencing consumer behavior. The course presents the most important marketing concepts and skills for managers, and provides an overview of methodologies on the measurement and evaluation of performance and marketing management. Throughout the course, case studies,situational processing tasks and role playing games are applied to support the development of analytical, problem solving and communication skills of students, as well as to demonstrate the importance of value creation, performance measurement and marketing intelligence. | | | | | | |
| Typical delivery methods | | | | Lecture | | Flipchart, blackboard and other multimedia equipment in auditorium | | | | |
| | | | | Seminar | | Flipchart, blackboard and other multimedia equipment in smaller seminar rooms suitable for group work. | | | | |
| | | | | Laboratory | | | | | | |
| Requirements | | | | Knowledge By the end of the semester, students as potential marketing management practitioners Understand the basic concepts of the marketing management system Become familiar with the marketing tools and the connections between them. Understand and identify the elements of the internal and external environment and their interaction with the company's marketing and PR activities Know and appropriately apply the marketing communication tools | | | | | | |
| | | | | Ability Students will be able to: systematically analyze marketing information; build relationships with customers effectively; establish brand equity; determine a product’s strategy; Able to successfully participate in international markets | | | | | | |
| | | | | Attitude Students should be: Open to classroom case studies, and to the active interpretation of discussed situations. Sensitive and critical towards theoretical and practical innovation Susceptible to development opportunities for exploitation. | | | | | | |
| | | | | Autonomy and responsibility Responsible for his/her own development. Cooperate with the instructor and fellow students, seeks to solve the discussed | | | | | | |
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| | problems. Feel responsible for the development of his/her working environment |
| Brief description of the subject content | The interpretation of marketing management. Analysis of marketing information. STP, networking with customers, B2B communications. Branding. Value creation. Marketing Communications. The key factors of successful long-term growth. Exiting to global markets. |
| Activity forms of students | Guided processing of theoretical materials Independent processing of theoretical materials Guided problem-solving Independent/Group problem solving Role-playing games |
| Compulsory reading and its availability | Keller K.L. – Kotler P.: Marketing management, 14th edition, Pearson, 2012 – DUE Library |
| Recommended reading and its availability | Kotler, P. – Kartajaya, H. – Setiawan, I.: Marketing 4.0: Moving from traditional to digital, Wiley, 2017 Palmer, A.: Introduction to marketing, Oxford University Press, 2003, DUE Library |
| Hand-in Assignments/ measurement reports | 1. Individual assignment: Based on their studies, students design a questionnaire of 20 questions to assess the market demand of a new product or service (Week 7.) 2. Group assignment: Students form groups of 2 or 3, and evaluate and present the marketing communications of a company. (Week 11.) |
| Description of midterm tests | The goal of the final test is to assess the students' knowledge and comprehensive understanding on the main marketing concepts, tools and strategies, and to measure and evaluate their knowledge in a system-wide context through complex problem solving. (Week 13.) |

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Accounting Analysis

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|---|--------------|---------|---|---------|---|------------|--------------|----------------------------|-----------------------|-------------------|--|
| Subject name | In Hungarian | | Számvitel elemzés | | | | Szintje | A | | | |
| | In English | | Accounting Analysis | | | | Level | A | | | |
| Subject code | | | DUEN-TKT-115 | | | | | | | | |
| Responsible educational unit | | | Institute for Social Sciences Department of Economics and Management | | | | | | | | |
| Name of Mandatory Preliminary Study | | | Principles of Accounting DUEN-TKT-217 | | | | | | | | |
| Number of Lessons | | | | | | | Requirements | Credits (ECTS) | Language of Education | | |
| | | Lecture | | Seminar | | Laboratory | | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA (Continuous assessment) | 5 | English | |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | | | | |
| Teacher responsible for the course | | | Name | | Dr.Erzsébet Szász | | | | Position | College Professor | |
| Educational goals | | | The aim of the subject is to make students capable of applying the acquired statistical methods to various economic analyses, to the examination of certain economic processes and phenomena, as well as to the complex evaluation of connections. Students will be able to build the information basis and choose the most appropriate methods for the size and field of activity of a given enterprise. Students will be able to perform economic calculations necessary for the preparation of managerial decisions. They have to apply methods and procedures by which the management of a business can trace the implementation process of decisions and evaluate their impact. | | | | | | | | |
| Typical delivery methods | | | Lecture | | In a classroom with the use of a projector or a computer in each lecture. | | | | | | |
| | | | Seminar | | In a classroom with the use of a projector or a computer in each seminar. | | | | | | |
| | | | Laboratory | | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | Knowledge General applications of economic analyses; Economic calculation, methods of pricing and the determination of optimal product composition; The analysis of market activities, and operative analysis; Production index, the analysis of production value; The analysis of product composition, and quality analysis. The analysis of technological development activities: the analysis of production and product development; Resource analysis: human resource analysis; The analysis of asset management; The analysis of capacity utilization; The analysis of inventories: calculations on inventory norms; The complex analysis of corporate management; Accounting reports; The analysis of the financial situation of corporations; The analysis of the financial situation of a business; The examination of profitability and efficiency; The analysis of corporate result. The continuous, intermitotic and subsequent analysis of anticipated result. | | | | | | | | |
| | | | Students will get acquainted with the purpose, philosophy, structure, requirements and principles of the (Hungarian) Law of Accounting. They will have an overall view of the interrelations of tax systems and accounting in economic practice. They will be familiar with the materials and tools necessary for the application of accounting software programs. They will be able to understand business processes and analyze them under professional guidance; understand economic phenomena and analyze their effects on the balance and results of a business. | | | | | | | | |
| | | | Attitude Good negotiators are patient, precise, can identify with the representatives of the other side and accept their opinion. They respect the other party, are trustworthy and not aggressive. | | | | | | | | |
| | | | Autonomy and responsibility They are open and willing to discuss all points of the negotiation process, as well as express their opinion, but without disclosing any important information about the circumstances of | | | | | | | | |
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| | their own company. |
| Brief description of the subject content | General applications of economic analysis; Economic calculation, methods of pricing, determining optimal product composition. Analysis of market activity, operative analysis; Production index, analysis of productional value; Analysis of product composition, quality analysis. Analysis of technological development activity: Analysis of production and product development. Resource analysis: Human resource analysis; Analysis of asset management; Analysis of capacity utilization. Analysis of inventory: Calculations on inventory norms. The complex analysis of corporate management. Accounting reports. Analysis of the financial situation of corporations. Analysis of financial situation. Examination of profitability, efficiency. Analysis of corporate result. Continuous, interimistic, subsequent analysis of anticipated result. |
| Activity forms of students | Weekly tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15% |
| Compulsory reading and its availability | KAPLAN Financial Knowledge Bank at http://kfknowledgebank.kaplan.co.uk/KFKB/Wiki%20Pages/Financial%20Performance%20Indicators%20(FPIs).aspx Materials on MOODLE |
| Recommended reading and its availability | WARREN, Carl S. – REEVE, James M. – DUCHAC, Jonathan (2014): Corporate Financial Accounting. 13th ed. Boston: Cengage Learning, 944 p. ISBN 978 1 133 60761 8 WEIL, Roman L. – SCHIPPER, Katherine – FRANCIS, Jennifer (2013): Financial Accounting. 14th ed. Boston: Cengage Learning 864 p. ISBN 978 1 111 82345 0 HORNGREN, Charles T. – DATAR, Srikant M. – RAJAN, Madhav V. (2011): Cost Accounting. 14th ed. Upper Saddle River: Prentice Hall, 896 p. ISBN 978 0 132 56746 6 |
| Hand-in Assignments/ measurement reports | |
| Description of midterm tests | |

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Strategic Management

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|-------------------------------------|--------|--------------|----|--|---|--|----------------|-----------------------|-----------------|------------|
| Subject name | | In Hungarian | | Stratégiai Menedzsment | | | | Szintje | A | |
| | | In English | | Strategic Management | | | | Level | A | |
| Subject code | | | | DUEN-TVV-151 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management Sciences | | | | | | |
| Name of Mandatory Preliminary Study | | | | DUEN-TVV-114 Management | | | | | | |
| Number of Lessons per semester | | | | | | Requirements | Credits (ECTS) | Language of Education | | |
| | | Lecture | | Seminar | | | | | | Laboratory |
| Full-time | 150/39 | | 2 | | 1 | | 0 | E (exam) | 5 | English |
| Correspondence | 150/15 | | 10 | | 5 | | 0 | | | |
| Teacher responsible for the course | | | | Name | | Dr. habil Mónika Rajcsányi-Molnár | | Position | College Teacher | |
| Educational goals | | | | The goal of the course is to develop the essential skills required of employees at the workplace and to expand students' planning skills. The course is designed to familiarize students with the planning processes taking place in work organizations on key information. Provided by the knowledge of the course enables the students to the need for long-term planning and the importance of understanding claim. In practical terms, students will be able to interpret theoretical knowledge of the relevant relationships to recognize. | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector and computer in each lecture. | | | | |
| | | | | Seminar | | In a classroom with the use of projector and computer in each seminar. | | | | |
| | | | | Laboratory | | - | | | | |
| Requirements | | | | Knowledge Students as potential manager know and understand: the difference between the traditional and the strategic management approach the main steps of the strategic management process and apply management methodologies the implementation of the required change management strategy, particularly sociological and psychological aspects of the organization | | | | | | |
| | | | | Ability Students will be able to: use the concepts of area of specialty choose the most suitable method in terms of business logic apply the methods of approaches based on the theoretical approach draw correct conclusions from the analyzes Structured, systemic problems identified, to identify cause and effect relationships. | | | | | | |
| | | | | Attitude Good negotiators are patient, well-educated and have empathy, i.e. they can identify with the representatives of the other side and accept their opinion. Open to accommodate new innovative approaches. Avoids the stereotypes. Not think schemas. Susceptible development opportunities for exploitation. | | | | | | |
| | | | | Autonomy and responsibility In professional questions negotiators can play the role of a decision-maker and are able to solve problems alone. They can tackle problems as responsible persons, i.e. can decide if it is a need in a certain negotiation phase or situation to | | | | | | |
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| | cooperate with others. |
| Brief description of the subject content | The course familiarizes students with definition the strategic position of the organization (environment-, resources-- and analysis of the stakeholder). The strategic decision. Corporate and business level strategies. The strategic portfolio analysis. Implementation of the strategy, organizational development and change management. |
| Activity forms of students | 30% Student-workbook 30% mid-term test 30% final test 10% Individual presentation |
| Compulsory reading and its availability | Robert M. Grant & Judith Jordan (2012) Foundations of Strategy, John Wiley & Sons, Inc. DUE Library Materials on MOODLE |
| Recommended reading and its availability | Art of War, Sun-Tzu (e-book) Blue Ocean Strategy, Kim Chan & Renee Mauborgne, Harvard Business Review Press; 1st edition 2005. Business Model Generation, Alexander Osterwalder & Yves Pigneur 2010. Hand-outs from the lecturer, case studies, additional materials (Moodle) |
| Hand-in Assignments/ measurement reports | The task is / Student-workbook / 1. To identify and analyse the most important strategic factors for the growth of an existing business organization. 2. Provide a strategic analysis, and describe the proposed strategy for the organization. |
| Description of midterm tests | All students have to take midterm test and final test. /Multiple Choice Questions/ |

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Public management

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|---|--------------|----|---|---|---|--|--------------|-------------------------|----------------|-----------------------|
| Subject name | In Hungarian | | Közmenedzsment | | | | | Szintje | A | |
| | In English | | Public management | | | | | Level | A | |
| Subject code | | | | | | | | | | |
| Responsible educational unit | | | Institute for Social Sciences Department of Economics and Management | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | | Requirements | | Credits (ECTS) | Language of Education |
| | Lecture | | Seminar | | Laboratory | | | | | |
| Full-time | 150/39 | 2 | | 1 | 0 | | | CA | | |
| Correspondence | 150/15 | 10 | | 5 | 0 | | | (Continuous assessment) | 5 | English |
| Teacher responsible for the course | | | Name | | Dr. habil Orsolya Falus | | | | Position | College Professor |
| Educational goals | | | Students get to know the definition of public management, the creation of it, and the phenomenon of the decentralised public management. They get to know in detail the practice of the European countries in the field of public management. And they are able to see through the public management's tasks and subassemblies. | | | | | | | |
| Typical delivery methods | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | | |
| | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | | |
| | | | Laboratory | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | Knowledge Students have knowledge of - the fundamental and comprehensive facts, directions and boundaries of the subject area of public management - the most important relationships, theories and terminology that make up the professional field of public management. - the basic methods of knowledge acquisition and problem-solving in the field of public management. | | | | | | | |
| | | | Ability Students will be able to: Control and execute the tasks assigned to them without guidance and control, Plan, schedule and perform tasks under their own responsibility, Apply managerial roles and competencies beneficially, Form, declare and defend their opinions. | | | | | | | |
| | | | Attitude Students are open to the authentic transmission and delivery of the comprehensive way of thinking and fundamental characteristics of their profession. Students are characterized by the desire for continuous self-development in the field of business and economic sciences. | | | | | | | |
| | | | Autonomy and responsibility They independently consider comprehensive, fundamental professional problems and reflections based on the given sources. - They are characterized by responsibility and co-operation with qualified experts of the professional field | | | | | | | |
| | | | | | | | | | | |
| Brief description of the subject content | | | The definition, the interpretation, the most important western models and the application environment of the public management, the public management in the EU policy. The public service system, the human service organization, Financial Management, E-government, Managing External Constituencies, and the Public Management in Developing Countries. | | | | | | | |
| Activity forms of students | | | Weekly online tests: 20% Frontal work: 40 % | | | | | | | |

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| | Individual or group work: 20% Test: 20% |
| Compulsory reading and its availability | Owen E.Hughes – Public Management and Administration, An Introduction, Third Edition, Palgrave Macmillan, 2003, ISBN-0-333-96188-9 Letöltés: https://www.researchgate.net/profile/Owen_Hughes4/publication/230172479_Public_Management_or_Public_Administration/links/563aa34308ae45b5d284b354.pdf |
| Recommended reading and its availability | Marz Holcer and Etienne Charbonneau: Public Management and Administration Illustrated, Vol.I. Englis, http://unpan1.un.org/intradoc/groups/public/documents/aspa/unpan029896.pdf |
| Hand-in Assignments/ measurement reports | Written mid-term tests (2) |
| Description of midterm tests | Essay, definition, test, True-False test |

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Management methods

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|-----------------------------------|--------|--------------------------------|---|---|----|--|---|-------------------------|--------|-----------------------|-----------------|
| The name of subject | | in Hungarian | | Menedzsment módszerek | | | | Level | | A | |
| | | in English | | Management methods | | | | | | | |
| DUEN-TVV-216 | | | | | | | | | | | |
| Responsible educational unit | | | | Institute of Social Studies Department of Economics and Management Sciences | | | | | | | |
| Name of compulsory prerequisites | | | | Management DUEN-TVV-114 | | | | | | | |
| | | Number of lessons per semester | | | | | | Requirements | Credit | Language of education | |
| | | Lecture | | Seminar | | Lab | | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA | 5 | English | |
| Corresponding | 150/15 | | 5 | | 10 | | 0 | (Continuous assessment) | | | |
| Tutor responsible for the subject | | | | name | | Dr. habil Mónika Rajcsányi-Molnár | | | | position | College Teacher |
| The educational aim of the course | | | | <p>The aim of the subject is to foster organisational efficiency by developing managerial effectiveness and by learning the factors and processes at individual and group level that influence organisational behaviour.</p> <p>The introduction of the connection between the performance of the individual, group and organisation.</p> <p>The familiarization with the means and methods necessary for changing behaviour, and practising their application.</p> <p>Forming and developing the competences fostering the efficiency of personal management.</p> | | | | | | | |
| Typical ways of delivery | | | | Lecture | | Joint lecture for all students in a lecture hall equipped with a board, computer and a projector. | | | | | |
| | | | | Seminar | | In rooms with maximum 30 seats, using interactive methods, individual work and group work of 5-6 people, using a projector, an overhead projector and presentation techniques. | | | | | |
| | | | | Lab | | | | | | | |
| | | | | Other | | | | | | | |
| Requirements | | | | <p>Knowledge</p> <p>Students are aware of the principles and methods for shaping and changing the organisational behaviour of organisations and institutions.</p> <p>They know the similarities and differences between individual and group decision making and problem solving.</p> <p>They know the methodological basics and techniques of decision preparation and decision support.</p> <p>They know the possibilities and means of practising personal management efficiently.</p> <p>They recognise the importance of managerial efficacy and they know which factors, in which degree foster this.</p> | | | | | | | |
| | | | | <p>Capabilities</p> <p>Students are able to use the principles, rules, connections, procedures of management science obtained to solve routine tasks occurring at their work.</p> <p>They are able to identify problems and to integrate their knowledge in order to solve the problems.</p> <p>They are able to cooperate with the representatives of other areas of expertise.</p> <p>They are able to use the techniques and methods of problem solving in regard to their application possibilities.</p> <p>They are able to manage time, select among the tasks and are able to focus.</p> <p>They are able to communicate and give a presentation in the right professional manner.</p> <p>They are able to accept themselves and others.</p> <p>They are able to use the rules of positive motivation and the means of efficient</p> | | | | | | | |

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| | <p>communication, and are able to manage conflicts. They are able to manage changes in a professional and humane manner.</p> <p>Attitude They show interest and have the right learning abilities, which make professional development possible with the help of continuous self-learning and further training. They seek life-long learning in the world of work as well as out of work. They show problem sensitive, proactive behaviour in the interest of quality work performance and in case of projects and group work they are constructive, cooperative and initiating. They are sensitive to the reception of new pieces of information, new professional knowledge and methods. They are open to tasks which require independence and cooperation. They are willing to cooperate and to share their knowledge. They are open to changes and seek to follow and understand those changes. They accept and recognise the importance of career planning.</p> <p>Autonomy and responsibility They are able to solve problems and make a decision independently. They are able to manage, organise and supervise an organisational unit by taking responsibility for the organisation and their colleagues. They take responsibility for keeping professional, legal and ethical norms and rules in connection with their work and behaviour. They recognise and identify themselves with their ethical responsibility in connection with motivating and influencing others. If needed, they face conflicts but seek a mutually acceptable solution. They undertake changes and are active participating individuals of the organisational changes.</p> |
| Short description of the subject content | <p>Efficient management for organisational efficiency. The elements of managerial efficacy. Managing time, personal resources and the resources of colleagues. The importance of organisational behaviour in the managerial work. The individual as the key element of the organisational output. Individual behaviour and personality. The basics and theories of motivation. The connection between satisfaction, motivation and output. The process and means for changing behaviour. The manager's influencing ability. The importance of groups in the operation of an organisation. Factors influencing group performance. Decision-making and problem-solving at individual and group level. Means and methods supporting decisions. Efficient communication. Emotions and cultural characteristics during communication. Theoretical and practical questions of negotiation techniques. Conflicts in the life of an organisation. Advantages and disadvantages originating from conflicts. The strategies to manage conflicts. The possibilities and means of practising power. The capability of a manager to influence organisational culture. Organisational culture and changes. Career planning for individual success, career management in order to manage human resources efficiently.</p> |
| Main student's activity forms | <p>Listening comprehension while taking notes, joint interpretation, confronting different views, systemising information by guided exercises. Team work, group decision-making and problem solving. Case study and its analysis.</p> |
| Compulsory literature and their accessibility | <p>French-Rayner-Rees-Rumbles (2011) Organizational Behavior. 2nd edition, John Wiley & Sons, Ltd, England</p> |
| Optional literature and their accessibility | <p>Williams-DuBrin-Sisk (1985) Management & Organization South-Western Publishing Co. USA, DUE Library</p> |
| Description of assignments/test reports | <p>1. Individual task 2. Group assignment The detailed description of the tasks can be seen in Moodle. These tasks cannot be made up for in the examination period.</p> |

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| Description and schedule of term papers | In the 12th week. Make-up term paper in the 13th week. |
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International Economics

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|---|--------------|--|----|---|---|--|---|-------------------------|-------------------|-----------------------|
| Subject name | In Hungarian | Nemzetközi gazdaságtan | | | | | | Szintje | A | |
| | In English | International Economics | | | | | | Level | A | |
| Subject code | | DUEN-TKT-215 | | | | | | | | |
| Responsible educational unit | | Institute for Social Sciences Department of Economics and Management | | | | | | | | |
| Name of Mandatory Preliminary Study | | DUEN-TKT-212 Economics 2. | | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | Lecture | Seminar | | Laboratory | | | | | | |
| Full-time | 150/39 | | 2 | | 1 | | 0 | CA | English | |
| Correspondence | 150/15 | | 10 | | 5 | | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | Name | | Dr. Erzsébet Szász | | | | Position | College Professor | |
| Educational goals | | The subject familiarizes the students with all the key concepts and theoretical items and calculation methods, quantitative indicators used in the practice of economic and scientific analyzes, which are formed different theoretical trends in international economics. The article covers the traditional topics of international economics, but in addition to covers of today's global economic realities and practices from the perspective of evaluating the different theoretical methods and items as well. Processing of the curriculum is based on a closed economy analyst microeconomics and macroeconomics courses fundaments. Upon completion of the course the student is able to understand and apply international economics models. calculation and interpretation of their students can perform basic international economic indicators. The student is able to understand and analyze economic policy issues in small, open economies. | | | | | | | | |
| Typical delivery methods | | Lecture | | | | | | | | |
| | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | | | | |
| | | Laboratory | | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | Knowledge | | | | | | | | |
| | | Know the basic concepts of international economics. | | | | | | | | |
| | | Know the basic international economics, global facts, directions and boundaries | | | | | | | | |
| | | Know the most important relationships, theories, and they make up the terminology of the area. | | | | | | | | |
| | | Ability | | | | | | | | |
| | | They can produce creative ideas International Economics basic knowledge of system analysis, correlations synthetic formulation and evaluation activities adequately. | | | | | | | | |
| | | Attitude | | | | | | | | |
| | | Comprehensive way of thinking and open profession of practical operation of the basic features of authentic convey, transmit. | | | | | | | | |
| Brief description of the subject content | | Continuous self-training needs specific to the field of economics | | | | | | | | |
| | | Autonomy and responsibility | | | | | | | | |
| | | Independently carry out a comprehensive, underlying technical aspects and reflection on the basis of the given resources through thinking. | | | | | | | | |
| | | Cooperation and responsibility characterizes the given field trained professionals. | | | | | | | | |
| | | A brief description of the contents of the subject of international economics science. Object and methodology of the world economics and international economics. The evolution of the world economy and international economic theories, a quick overview of trends in history. The global economic situation, structure and key processes. | | | | | | | | |
| | | The basic concepts of international trade. Open markets: one product, two market models. The | | | | | | | | |

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| | <p>role and effects of international trade. The main indicators of international trade. Indicators of openness, exchange rate indices, indicators of elasticity.</p> <p>The international division of labor and specialization Principles. The specialization in classical and neoclassical theory. The absolute and comparative advantage principle. The neoclassical models additions. working models growing dividend. Alternatively, critical theories.</p> <p>Trade Policy principles and practices. Free trade and protectionism. International trade, trade, trade in services. Trade policy instruments and their effects.</p> <p>International factors flow. The flow of capital and labor causes, consequences, models. The concept of mobility factor and variants. The international movement of labor causes and forms. The international flow of capital motivations, causes and consequences.</p> <p>The international balance of payments. The foreign trade balance, current account and the capital account and financial concept. Money Theory, currency exchange rates. Exchange rate system. The exchange rate policy issues. Monetary Council, fixed and floating exchange rate system.</p> <p>Economic policy open economy issues. Possible directions of economic policy in a small open economy. Adjustment. The external balance disturbance causes, options for remediation.</p> <p>International competitiveness, new economic geography. The concept of international competitiveness, competitive approaches rankings, the role of competitiveness in the global economy. The policy of transnational corporations and the role of capital flows. National and international regulation of TNCs. Globalization and world economy, development disparities, asymmetric interdependence. Integration Theory. Integration of shapes and characteristics.</p> |
| Activity forms of students | <p>Midterm exams: 2*35 %</p> <p>Individual or group work: 15%</p> <p>Test: 15%</p> |
| Compulsory reading and its availability | <p>Paul R. Krugman - Maurice Obstfeld : International Economics: Theory and Policy (6th Edition) 6th Edition</p> <p>ISBN-10: 0201770377</p> <p>2002, Addison Wesle</p> |
| Recommended reading and its availability | <p>http://www.studyingeconomics.ac.uk/module-options/international-economics/</p> <p>http://www.academia.edu/17077737/International_Economics_Theory_and_Policy_9th_Edition_BD</p> |
| Hand-in Assignments/ measurement reports | |
| Description of midterm tests | |

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Thesis research – research methodology

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|---|--------|--------------|---|--|---|-----------------|---|--------------|----------------|-----------------------|
| Subject name | | In Hungarian | | Szakdolgozat – kutatásmódszertan | | | | Szintje | A | |
| | | In English | | Thesis research – research methodology | | | | Level | A | |
| Subject code | | | | DUEN-TVV-090 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | | Seminar | | Laboratory | | Signature) | - | English |
| Full-time | 150/13 | | 1 | | 0 | | 0 | | | |
| Correspondence | 150/5 | | 5 | | 0 | | 0 | | | |
| Teacher responsible for the course | | | | Name | | Dr. Anita Varga | | | Position | Colleague Professor |
| Educational goals | | | | The goal of the course is to develop the essential research skills required to thesis writing, that is a compulsory task for graduation. The course enables students to find comprehensive solutions to practical problems, as well as to present the findings of their thesis research in a clear and convincing way, both in oral and in writing. The course familiarizes students with various ways of conducting a research, making a questionnaire, carrying out a qualitative interview research. The course will teach students to note down their research results either in a descriptive or numerical way. | | | | | | |
| Typical delivery methods | | | | Lecture | | group activity | | | | |
| | | | | Seminar | | | | | | |
| | | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students as potential graduates know: how to create a questionnaire how to analyze and critically evaluate secondary literature the most important terminology and definition required for a successful thesis writing the most important scientific interconnections within the field of economics | | | | | | |
| | | | | Ability Students will be able to: analyze the knowledge system that characterizes economic research learn, understand and apply the library resources and the scientific literature of the field of economics | | | | | | |
| | | | | Attitude Successful researchers have an open-minded and impartial attitude towards newest findings, are good listeners and thinkers at the same time. Have an opinion on newest trends and a critical view on old findings of economy. | | | | | | |
| | | | | Autonomy and responsibility Independently analyze professional questions and think through scientific findings. In professional questions is characterized by cooperation and responsibility towards the members of professional sphere. Students can tackle problems alone they encounter throughout the research phase. | | | | | | |
| | | | | | | | | | | |
| Brief description of the subject content | | | | The course familiarizes students with news trends of research methodology. The course presents the available thesis writing regulations, norms and criteria in compliance with University requirements. The course contains a thorough description and explanation of sampling, research question types, open ended questions and research scales. The planning and structuring of qualitative interview research. Data analysis, research evaluation. | | | | | | |

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| Activity forms of students | Research data analysis Frontal work Individual or group work Weekly consultations |
| Compulsory reading and its availability | Babbie, Earl (2013) The Practice of Social Research. Wadsworth 13th edition |
| Recommended reading and its availability | MURRAY, Rowena (2011): How to Write a Thesis. 3rd ed. Milton Keynes: Open Univ. Press 384 p. ISBN 978 0 335 24428 7. |
| Hand-in Assignments/ measurement reports | Weekly personal consultation with the supervisor Discussion about each prepared chapter Submission of thesis until the deadline required in the University's exam schedule Preparation of the research questionnaire. Defining the hypothesis. |
| Description of midterm tests | During week 13 a presentation about a chosen topic. |

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Accounting management, controlling and information management

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|---|--------|--------------|---|--|--|--|---------|-------------------------|-------------------|-----------------------|
| Subject name | | In Hungarian | Számvitel menedzsment, kontrolling és információgazdálkodás | | | | Szintje | A | | |
| | | In English | Accounting management, controlling and information management | | | | Level | A | | |
| Subject code | | | DUEN-TKT-218 | | | | | | | |
| Responsible educational unit | | | Institute for Social Sciences Department of Economics and Management | | | | | | | |
| Name of Mandatory Preliminary Study | | | DUEN-TKT-217 Principles of Accounting | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | Seminar | | Laboratory | | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA | 5 | English |
| Correspondence | 150/15 | | | | 10 | | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | | Name | | Dr. Erzsébet Szász | | | Position | College Professor | |
| Educational goals | | | Students will get acquainted with the basic issues of system and information theory as well as will acquire basic organization skills. They will understand the structure of enterprise systems and will become capable of producing and processing accounting information with traditional and modern instruments. During the course students will become familiar with the formation of the concept of controlling and understand its function in the corporate division of labour. They will get to know the planning system of companies and its methods thoroughly, and will be able to interpret them. Furthermore, they will be acquainted with the corporate information supply process, the information and reporting systems and their types. Students will be able to make cost management, economic and financial calculations in real business contexts. | | | | | | | |
| Typical delivery methods | | | Lecture | | In a classroom with the use of a projector and a computer in each lecture. | | | | | |
| | | | Seminar | | In a classroom with the use of a projector and a computer in each seminar. | | | | | |
| | | | Laboratory | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | Knowledge Students are expected to know: -the basic definitions of the accounting the fundamental and comprehensive facts, directions and boundaries of controlling -the most important connections, theories and terminology of the field -the basic information gathering and problem-solving methods related to controlling processes | | | | | | | |
| | | | Ability Students must be: -capable of managing and implementing the tasks entrusted to them without direction -able to plan, schedule and perform their tasks within the limits of their own responsibility -able to submit proposals, make decisions and take actions within the limits of their own responsibility to complete their tasks successfully -able to apply the learnt management roles and competencies to their business needs -capable of forming, declaring and defending their own professional opinion | | | | | | | |
| | | | Attitude Students are expected to be open to convey the basic characteristics and comprehensive way of thinking of the field accurately; and be committed to continuous professional development in the field of controlling. | | | | | | | |
| | | | Autonomy and responsibility Students are expected to consider comprehensive, fundamental professional problems independently based on the literature and other recommended sources for the course. | | | | | | | |
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| | Students are to be open to cooperate with other professionals of the field and take responsibility for their professional stand. |
| Brief description of the subject content | Accounting processes of economic systems. Laws and regulations related to accounting activities. Fundamentals of the organization of accounting information systems. Code systems and theoretical foundations of the development of other identifiers. Administrative documents, the definition of the data content of queries. Management information and other documents in the organization. Accounting tasks in the integrated computer-aided system. Upgrading the applied code systems. The organizational foundation of the cooperation of accounting and financial activities. The financial activities of the organization. The accounting activities of the organization, the organization of the inventory Students will learn about the formation of the concept of controlling and understand its function in the corporate division of labour. They will get to know the planning system of companies and its methods thoroughly, and will be able to interpret them. They will be acquainted with the corporate information supply process, the information and reporting systems and their types. Students will make cost management, investment, economic and financial calculations in real business contexts. |
| Activity forms of students | Weekly online tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15% |
| Compulsory reading and its availability | James A. Hall : Accounting Information Systems, 8th Edition 8th Edition, South-Western Cengage-Learning, 2010 pp 792, ISBN-10: 1111972141., Materials on MOODLE Jürgen Weber/Utz Schäffer: Introduction to Controlling, 182 S., 43 Abbildungen, Gebunden, 2008, ISBN: 978-3-7910-2759-3 P, Raju Iyer: Cost controlling and reduction, http://slideplayer.com/slide/5942322/ |
| Recommended reading and its availability | The Role of Management Information Systems in Decision-Making, by Bert Markgraf online: http://smallbusiness.chron.com/role-management-information-systems-decisionmaking-63454.html How Can Managers Use Accounting Information? by Sheila Shanker online: http://smallbusiness.chron.com/can-managers-use-accounting-information-3950.html Factors in a Management Accounting Information System, by Angie Mohr, http://smallbusiness.chron.com/factors-management-accounting-information-system-1550.html https://www.slideshare.net/Samuel90/project-integration-slidesppt http://dlia.ir/Scientific/e_book/Technology/Industrial_Engineering_Management_Engineering/020056.pdf |
| Hand-in Assignments/ measurement reports | Students have to take a final test (a comprehension and a problem-solving task). |
| Description of midterm tests | All students have to take weekly online tests and a vocabulary test after each topic. |

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Thesis research GAZDBA

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|---|--------|--------------|---|--|---|--|---|--------------|----------------|-----------------------|
| Subject name | | In Hungarian | | Szakdolgozat – szakdolgozat készítés GAZDBA | | | | Szintje | A | |
| | | In English | | Thesis research GAZDBA | | | | Level | A | |
| Subject code | | | | DUEN-TKT-091 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management | | | | | | |
| Name of Mandatory Preliminary Study | | | | DUEN-TVV-090 Thesis Research -research methodology | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | | Seminar | | Laboratory | | | | |
| Full-time | 150/13 | | 1 | | 0 | | 0 | Signature | 0 | English |
| Correspondence | 150/5 | | 5 | | 0 | | 0 | | | |
| Teacher responsible for the course | | | | Name | | Dr. Keszi-Szeremlei Andrea | | | Position | Colleague Teacher |
| Educational goals | | | | <p>The goal of the course is to develop the essential skills required to thesis writing, that is a compulsory task for graduation. The course enables students to find comprehensive solutions to practical problems, as well as to present the findings of their thesis research in a clear and convincing way, both in oral and in writing.</p> <p>In the frame of this course students will get to know the main difference between qualitative and quantitative research methodology and the concise way of reading and quoting scientific literature.</p> | | | | | | |
| Typical delivery methods | | | | Lecture | | | | | | |
| | | | | Seminar | | individual and group discussion, group work, personal consultation | | | | |
| | | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students as potential graduates know: how to create a questionnaire how to analyze and critically evaluate secondary literature the most important terminology and definition required for a successful thesis writing the most important scientific interconnections within the field of economics | | | | | | |
| | | | | Ability Students will be able to: analyze the knowledge system that characterizes economic research learn, understand and apply the library resources and the scientific literature of the field of economics | | | | | | |
| | | | | Attitude Successful thesis writers are good researchers have an open-minded and impartial attitude towards newest findings, are good listeners and thinkers at the same time. Have an opinion on newest trends and a critical view on old findings. | | | | | | |
| | | | | Autonomy and responsibility Independently analyze professional questions and think through scientific findings. In professional questions is characterized by cooperation and responsibility towards the members of professional sphere. Students can tackle problems alone they encounter throughout the research phase. | | | | | | |
| Brief description of the subject content | | | | The course familiarizes students with the thesis writing process, with several key concepts and research methods. The course presents the available thesis | | | | | | |

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| | writing regulations, norms and criteria in compliance with University requirements. |
| Activity forms of students | Literature level exam Trial thesis defence exam Weekly consultations |
| Compulsory reading and its availability | Course Syllabus (tasks of students, deadlines of chapters and final thesis) Formal and content requirements of thesis Official documents of thesis work |
| Recommended reading and its availability | • MURRAY, Rowena (2011): How to Write a Thesis. 3rd ed. Milton Keynes: Open Univ. Press 384 p. ISBN 978 0 335 24428 7. |
| Hand-in Assignments/ measurement reports | Weekly personal consultation with the supervisor Discussion about each prepared chapter Submission of thesis until the deadline required in the University's exam schedule |
| Description of midterm tests | Literature level exam on the 6th week of the semester. |

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Field practice - GAZDBA

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|---|--|--------------|--|---------|--|--|--|---|--|---|--|--------------|--|----------------|--|-----------------------|--|
| Subject name | | In Hungarian | | | | Szakmai gyakorlat – GAZDBA | | | | Szintje | | A | | | | | |
| | | In English | | | | Field practice - GAZDBA | | | | Level | | A | | | | | |
| Subject code | | | | | | DUEN-TVV-090 | | | | | | | | | | | |
| Responsible educational unit | | | | | | Institute for Social Sciences Department of Economics and Management Sciences | | | | | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | | | | | | | | |
| Number of Lessons | | | | | | | | | | | | Requirements | | Credits (ECTS) | | Language of Education | |
| | | Lecture | | Seminar | | Laboratory | | | | | | | | | | | |
| Full-time | | | | 0 | | 0 | | 0 | | Signature | | 20 | | English | | | |
| Correspondence | | | | 0 | | 0 | | 0 | | | | | | | | | |
| Teacher responsible for the course | | | | | | Name | | | | Dr. Keszi-Szeremlei Andrea | | | | Position | | Colleague Teacher | |
| Educational goals | | | | | | The goal of the course is to develop the essential skills required of employees a workplace and to expand students’ knowledge in the professional field. Students will get to know the main differences and similarities between theoretical and practical knowledge, everyday working life and university student life. Students will have the opportunity to collect and analyse data at a company that might be their future workplace. | | | | | | | | | | | |
| Typical delivery methods | | | | | | Lecture | | | | At the internship place completing the necessary requirements jointly stated by the university and the company. | | | | | | | |
| | | | | | | Seminar | | | | | | | | | | | |
| | | | | | | Laboratory | | | | | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | | | Knowledge Students as potential workers know: the terminology required at the internship place the steps of writing the internship report how to create good working atmosphere to cooperate with the company supervisor | | | | | | | | | | | |
| | | | | | | Ability Students will be able to: do a thorough planning of their work, accomplish the planned activities, evaluate the results. deliver their tasks to the deadline recognise and solve problems related to working organisations put in practice all acquired knowledge and skills have effective communication with professionals complete tasks both individually and in teamwork collect relevant information and require necessary support so as to write his/her thesis prepare a written report on the field practice as well as on the process of writing the research (Evaluation sheet of the field practice) dentify and amend errors and deficiencies that have arisen in the work process | | | | | | | | | | | |
| | | | | | | Attitude Good workers and good internship students are punctual, honest, hardworking and eager to fulfill the daily tasks precisely. Are patient, have empathy towards co-workers and supervisors. Good, future-oriented interns respect their counterpart, are trustworthy and not aggressive. They are open and willing to discuss all points to clearly understand daily tasks, express their opinion, but without disclosing any important information about the circumstances of their own company. | | | | | | | | | | | |
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| | Autonomy and responsibility In professional questions interns are able to solve problems alone. They can tackle with the daily routine responsibly. Are good individual workers and team workers as well. |
| Brief description of the subject content | The course familiarizes students with the types of internships. The course presents students the scientific terminology and practical knowledge necessary for successfully completing the internship and making the first steps towards having a work place. The course offers the possibility to make students put their theoretical knowledge into practice. By completing the internship dairy students will be able to receive competent feedback both from company professionals and university staff. |
| Activity forms of students | Group and individual work at the place of the internship coordinated by the company supervisor. |
| Compulsory reading and its availability | Individual literature research in case required by the internship place. |
| Recommended reading and its availability | Individual literature research necessary for completing the academic specialization or specific tasks required by the internship place. |
| Hand-in Assignments/ measurement reports | Internship report that contains the students' name, intership place and weekly activities. The formal requiremets of the final report and in accordance with the University's official style sheet requirements: font 12, line 1.5. Lenghts of the report should be 3-5 pages. |
| Description of midterm tests | |

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Business negotiation and presentation

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|---|--------|--------------|---|--|----|---|---|-------------------------|----------------|-----------------------|
| Subject name | | In Hungarian | | Üzleti tárgyalás és prezentáció | | | | Szintje | A | |
| | | In English | | Business negotiation and presentation | | | | Level | A | |
| Subject code | | | | DUEN-TKM-124 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Organizational Development and Communication Science | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | | Seminar | | Laboratory | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | CA | 5 | English |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | | | Name | | Dr. Tamás Kőkuti | | | Position | College Professor |
| Educational goals | | | | <p>The goal of the course is to develop the essential skills required of employees at the workplace and to expand students’ negotiating, negotiator and presentation skills.</p> <p>Within these fields students will get to know the main differences and similarities between different types of presentations, therefore, students will be able to navigate among types and situations of business negotiation in order to synthesize and apply them in practice.</p> <p>Certain presentation and negotiation outputs will be clarified during the course. by the end of the semester students will be familiar with the necessary social, psychological and cultural competencies required for successful business presentation.</p> | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | |
| | | | | Seminar | | In a classroom with the use of projector or computer in each seminar with the application of group work, role play and simulation activities. | | | | |
| | | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students as potential business negotiators and communicators know: <ul style="list-style-type: none">the types, terminology and main principles of negotiation and business presentationthe steps of making effective business presentationhow to structure business presentationhow to recognize problem solving techniques in company environment | | | | | | |
| | | | | Ability Students will be able to: <ul style="list-style-type: none">make a business negotiation plan and collect as much information as possible about the other side,make decisions necessary for successfully performing a business presentation and carrying out a negotiation processto recognize, define and effectively communicate the terminology of the discipline | | | | | | |
| | | | | Attitude Good business presenters are patient, well-educated and have empathy. Good, future-oriented bargainers respect their counterpart, are trustworthy and not aggressive. | | | | | | |

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| | <p>They are open and willing to discuss all points of the negotiation process, and to structure well a business presentation as well as express their opinion.</p> <p>They are open to the novelty of the professional sphere.</p> <p>Autonomy and responsibility</p> <p>Is capable of own opinion formation on professional and social forums.</p> <p>Responsibly represents his/her professional group and company unit.</p> |
| Brief description of the subject content | The course familiarizes students with the types of negotiation, with the structure of business communication. The course presents students the barriers of successful bargaining and deals with the effects of a good business presentation. |
| Activity forms of students | <p>Weekly online tests: 20%</p> <p>Frontal work: 30 %</p> <p>Individual or group work: 35%</p> <p>Test: 15%</p> |
| Compulsory reading and its availability | <p>Harvard Business Essentials. Negotiation (2003). Boston/Massachusetts: Harvard Business School Press.</p> <p>Shell, G.R. (2006) Bargaining for Advantage: Negotiation Strategies for Reasonable People. Penguin Books, 2nd Edition</p> <p>Materials on MOODLE</p> |
| Recommended reading and its availability | <p>Roy J. Lewicki, Bruce Barry, and David M. Saunders (2007): Essentials of Negotiation. Boston: McGraw-Hill.</p> <p>Fisher, R and Daniel Shapiro (2005) Beyond Reason: Using Emotions as you Negotiate. Viking Publisher</p> <p>Thomas, J. (2005) Negotiate to Win: The 21 Rules for Successful Negotiating. Collins Publisher</p> |
| Hand-in Assignments/ measurement reports | In class activity, home paper, presentation |
| Description of midterm tests | Necessary vocabulary material, steps of a presentation, wider understanding of the course topic. |

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Conflict Management and Economic Mediation

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|---|--------|--------------|---|--|----|--|---|-------------------------|----------------|-----------------------|
| Subject name | | In Hungarian | | Konfliktuskezelés és gazdasági mediáció | | | | Szintje | A | |
| | | In English | | Conflict Management and Economic Mediation | | | | Level | A | |
| Subject code | | | | DUEN-TKM-118 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Organizational Development and Communication Science | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | | Seminar | | Laboratory | | | | |
| Full-time | 150/39 | | 0 | | 3 | | 0 | CA | 5 | English |
| Correspondence | 150/15 | | 0 | | 15 | | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | | | Name | | Dr. László Balázs | | | Position | College Professor |
| Educational goals | | | | The objective of the course is to prepare students for the constructive management of conflict both from a theoretical as well as a practical perspective. The objective is for student to gain in-depth insight into the theoretical and practical knowledge of violence-free communication, the methodology of cooperative negotiation and conflict management, as well as the practice of mediation. The course will develop the following competences: Conflict management competences, Self-knowledge, Empathy, Assertiveness, Problem solving | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | |
| | | | | Seminar | | In seminar rooms seating 20-30 people, with the use of a projector. Individual, pair and group work; case study analysis. Student presentations, evaluation. | | | | |
| | | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students understand the problem areas of conflicts and conflict management. They know the characteristic features and possible solutions of intrapersonal conflicts. They know the dynamics of group and organizational conflicts, as well as its phases of escalation. They know the main directions, models and methodologies of conflict management | | | | | | |
| | | | | Ability Students have the skills to analyze and assess a conflict situation from multiple perspectives. They are able to identify their and their interlocutor`s interests and motivations. They are able to deploy the methods of conflict management in practice. | | | | | | |
| | | | | Attitude Students are open to the critical reflection of their own conflict behaviors. They are open to the constructive solution of conflicts. They strive to understand the motivations and interests of the person with whom they are conflicted. | | | | | | |
| | | | | Autonomy and responsibility Students take responsibility for their behaviors in conflict situations. They find it important to further develop their conflict management skills. They try to find constructive solutions for their conflicts. | | | | | | |
| | | | | | | | | | | |
| Brief description of the subject content | | | | During the course, students learn about the problem areas of conflicts and conflict management. They gain insight into types of conflict, intrapersonal conflict, group and organizational conflicts. Students learn about the main models, methods and approaches of conflict management. Students gain insight into the theory and | | | | | | |

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| | practice of violence-free conflict, as well as the possibilities of the use of negotiation conflict management and economic mediation. |
| Activity forms of students | Note taking and synthesis of lectures. Participation in cooperative activities and role-play; the analysis of case studies; complex simulations (problem solving in the group. The discussion of alternative solutions); experimental tasks (exercises) |
| Compulsory reading and its availability | Fisher, R, Ury, W. (1983) Getting to Yes: Negotiating Agreement Without Giving in Rosenberg, M.B., Gandhi A. (2003) Nonviolent Communication: A Language of Life. Puddledancer Press Materials on MOODLE |
| Recommended reading and its availability | Killmann Test – (available: https://www.psychometrics.com/assessments/thomas-killmann-conflict-mode) |
| Hand-in Assignments/ measurement reports | Based on any topic of the course, students are required to analyse a topic in an essay, and present it through a presentation. Essay: Length: 20,000 characters Format: 1,5 space, TNR, first row indent 9mm. Deadline: Week 10 seminar Presentation: Length: 10-12 slides 20-25 mins. Deadline: Week 11 and 12. |
| Description of midterm tests | Mid-term exam that contains the material of the lectures Week 13 seminar |

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Organizational Communication

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|---|--------|--------------|----|---|---|--|----------------|-------------------------|------------|-------------------|
| Subject name | | In Hungarian | | Szervezeti kommunikáció | | | | Szintje | A | |
| | | In English | | Organizational Communication | | | | Level | A | |
| Subject code | | | | DUEN-TKM-218 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Organizational Development and Communication Science | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | Requirements | Credits (ECTS) | Language of Education | | |
| | | Lecture | | Seminar | | | | | Laboratory | |
| Full-time | 150/39 | | 2 | | 1 | | 0 | CA | 5 | English |
| Correspondence | 150/15 | | 10 | | 5 | | 0 | (Continuous assessment) | | |
| Teacher responsible for the course | | | | Name | | Dr. habil István András | | | Position | College Professor |
| Educational goals | | | | The objective of the course is the detailed introduction of the theoretical approaches and practical dimensions of communication. After the course, students will be able to recognize the characteristic features and processes of organizational communication. They will be able to identify the communication strategies of different companies, as well as the different leadership styles that characterize the organizational culture. Student will be able to deploy their new skills and knowledge in diverse institutional settings, for example in organizational development. | | | | | | |
| Typical delivery methods | | | | Lecture | | In lecture rooms seating 20-30 people, with the use of a projector. Lecture, note taking. | | | | |
| | | | | Seminar | | In seminar rooms seating 20-30 people, with the use of a projector. Individual, pair and group work; case study analysis. Student presentations, evaluation. | | | | |
| | | | | Laboratory | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Students will possess self-confident methodological knowledge. They understand the opportunities and perspectives of methodology and innovation. Learning about organizational processes, internal and external communication, organizational culture, as well as its conceptual repertoire. | | | | | | |
| | | | | Ability At the level of practical use, students will be able to make decisions in decision making processes in their own area of expertise (interpersonal, group, public, organizational, intercultural and mass communication). The development of organizational analysis skills. The development of organizational communication skills. Group communication skill development. | | | | | | |
| | | | | Attitude Identification with organizational culture; the harmonization of individualist and group norms; cooperation. | | | | | | |
| | | | | Autonomy and responsibility | | | | | | |
| Brief description of the subject content | | | | The major themes of the course: Communication strategies. The | | | | | | |

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| | internal and external communication strategies of the organization. The concepts, channels, and tools of internal communication. The relationship between leadership styles and organizational communication. Leadership styles and organizational communication. Internal crisis communication. The disturbances of organizational communication. The practical development of organizational communication (possibilities and challenges). The challenges of internal communication development. |
| Activity forms of students | Note taking, case study analysis, individual, pair and group work |
| Compulsory reading and its availability | Jason S. Wrench, Narissra Punyanunt-Carter and Mark Ward (2012) Organization Communication: Theory, Research and Practice. Flat World Education, Inc. (Later: OCT) Materials on MOODLE |
| Recommended reading and its availability | REDDING, W. Charles (1985): Stumbling Toward Identity: The Emergence of Organizational Communication as a Field of Study. In: Organizational Communication: Traditional Themes and New Directions. (ed. by McPhee, Robert D. and Tompkins, Philip K.). Thousand Oaks: Sage p. 15-54. MAY, Steve – MUMBY, Dennis K. (2005): Engaging Organizational Communication Theory and Research. Thousand Oaks: Sage. 320 p. ISBN 978 0 761 92849 2 |
| Hand-in Assignments/ measurement reports | Continuous assessment. One hand-in assignment (Organizational communication case study analysis). |
| Description of midterm tests | Two assignments during the semester. Weeks 6 and 12. |

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The Communication of Change Management

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|---|--------|--------------|--|--|--|--|--------------|--------------------|-----------------------|---------|
| Subject name | | In Hungarian | Változásmenedzsment kommunikációja | | | | Szintje | A | | |
| | | In English | The Communication of Change Management | | | | Level | A | | |
| Subject code | | | DUEN-TKM-526 | | | | | | | |
| Responsible educational unit | | | Institute for Social Sciences Department of Organizational Development and Communication Science | | | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | | |
| Number of Lessons | | | | | | | Requirements | Credits (ECTS) | Language of Education | |
| | | Lecture | Seminar | | Laboratory | | | | | |
| Full-time | 150/39 | | 1 | | 2 | | 0 | E (Examination) | 5 | English |
| Correspondence | 150/15 | | 5 | | 10 | | 0 | | | |
| Teacher responsible for the course | | | Name | | Dr. Tamás Kőkuti | | | Position | College Professor | |
| Educational goals | | | In the course students will get to know the core context of change management communication, the different approaches of organizational development and its aims. They will be able to identify different organizational cultures and recognize the necessity of changes and their directions. Students will become capable of developing and operating organizational communication systems, as well as understanding and handling the concept of change and its process. They will know about and use various change management techniques, as well as communicate organizational changes effectively. Moreover, they will be acquainted with the basics of change management, and will know how to form organizational communication in accordance with the development goals of organizations, e.g. the promotion of culture change. Practices: the development of organizational communication systems. | | | | | | | |
| Typical delivery methods | | | Lecture | | In a classroom with the use of a projector and a computer in each lecture. | | | | | |
| | | | Seminar | | In a classroom with the use of a projector and a computer in each seminar. Project work and individual work. | | | | | |
| | | | Laboratory | | | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | Knowledge Students as future communicators of change management will know: <ul style="list-style-type: none">•the types, terminology and main principles of change management,•the steps of effective organizational developments,•how to create alternatives and find the communication tactic and strategy for various situations | | | | | | | |
| | | | Ability Openness to other organizational cultures. Intercultural awareness. Successful cooperation with people. | | | | | | | |
| | | | Students will be able to make the communication plan of a change management project, collect as much information about the other party as possible, and to learn at each point of an effective communication process. | | | | | | | |
| | | | Attitude open, receptive, inquiring, flexible, ambitious, proactive | | | | | | | |
| | | | Autonomy and responsibility Students continuously monitor their learning process and develop strategies | | | | | | | |

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| | of their own. They are capable of self-development and can apply the content learnt in the course. They take an active part in the analysis of various projects of change management situations and case studies. |
| Brief description of the subject content | The course familiarizes students with the types of change management, with communication as a process which has several key concepts and phases. Moreover, it presents them the barriers of successful negotiation and develops the skills necessary for the effective communication of change management. |
| Activity forms of students | Frontal work: 35 % Individual or group work: 65% |
| Compulsory reading and its availability | Lewis, Laurie K. (2011): Organizational change: creating change through strategic communication Malden: Wiley-Blackwell, 299 p. ISBN 978-1-4501-9189-0 Materials on MOODLE |
| Recommended reading and its availability | HIATT, Jeff – CREASEY, Tim (2012): Change Management: the people side of change. 2nd ed. Loveland: Prosci Learning center, 155 p. ISBN 978 1 930 88561 5 http://www.change-management.com/cmp/xQnRz/PilotPro2014/elearning/ChangeManagement-PDF-download-2nd-edition.pdf |
| Hand-in Assignments/ measurement reports | Students' case study on the topic of the communication of change management. |
| Description of midterm tests | |

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Analysis of Business Cases

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|--|--|--------------|----|--|----|---|--|-------------------------|----------------|-----------------------------|
| Subject name | | In Hungarian | | Üzleti esettanulmányok elemzése | | | | Szintje | A | |
| | | In English | | Analysis of Business Cases | | | | Level | A | |
| Subject code | | | | DUEN-TVV-119 | | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economic and Management Sciences | | | | | | |
| Name of Mandatory Preliminary Study | | | | - | | | | | | |
| Number of Lessons | | | | | | | | Requirements | Credits (ECTS) | Language of Education |
| | | Lecture | | Seminar | | Laboratory | | | | |
| Full-time | | | 1 | | 2 | | | CA | 5 | English |
| Correspondence | | | 50 | | 10 | | | (Continuous assessment) | | |
| Teacher responsible for the course | | | | Name | | Dr. Anita Varga | | | Position | College Associate Professor |
| Educational goals | | | | By the end of the course the students have more knowledge in social sciences. They will collect methodological skills and will have the necessary professional and general education. With their economic, business, management and sociological skills they will be able to analyse different markets and maintain a company's competitive advantage. | | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | | |
| | | | | Seminar | | Flipchart, blackboard and other multimedia equipment in smaller seminar rooms suitable for group work | | | | |
| | | | | Laboratory | | - | | | | |
| Requirements | | | | Knowledge Students will have the necessary knowledge both in professional and general fields, know how to combine their economic, business, management and sociological skills, know the domestic business models and some special types of innovation. | | | | | | |
| | | | | Ability Students will be able to investigate business problems with a board view, to identify the synergy structure of business activity, to apply both theoretical and practical analysing systems and tasks (planning, managing, using alternatives, control), to use in practice the process of planning – managing –preparation of decision – decision-making – control and handle its cause-effect relation in competitive situation. | | | | | | |
| | | | | Attitude They are open and willing to discuss all points of the cases, as well as express their opinion, but without disclosing any important information about the circumstances of their own company. They have sensibility to find potentials for development. | | | | | | |
| | | | | Autonomy and responsibility Students feel responsibility for both their development and environment. They cooperate with each other. They have sensibility to find possible resolving opportunities for problems. | | | | | | |
| Brief description of the subject content | | | | The value chain and creation of double value both for buyers and suppliers. The technical and economic connections of value chain. The customer value and logistic buyer satisfaction. The customer value and the internet. The supply chain: system (network) of business relationships. The role of suppliers. | | | | | | |

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| | Potential suppliers and the internet. Evaluation of suppliers, the criteria of supplier evaluation in internet. Strategic procurement. The methods and importance of demand anticipation in production logistics. Resource planning systems with buyer's cooperation. Management of customer relationship (CRM). The criteria of CRM systems (soft wares). The importance of services and its logistic problems. International transport. Competitiveness and supply chain management. Integration of supply chain. Measurement of supply chains. Tendencies in supply chain management. |
| Activity forms of students | Case study analysis, Presentations, Individual work, Frontal class work, Essay writing |
| Compulsory reading and its availability | Foley, James F. (2013) The global entrepreneur: taking your business international. 3 rd ed. Jamric Press Internat, DUE Library Thierry Burger-Helmchen (ed) (2012) Entrepreneurship - Creativity and Innovative Business Models. InTech. ISBN 978-953-51-0069-0 Materials on MOODLE |
| Recommended reading and its availability | W. Chan Kim – Renee A. Mauborgne (2015) Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant. Harvard Business Review Press Marc A. Annacchino, P.E. (2003) New Product Development From Initial Idea to Product Management. Elsevier Inc. ISBN: 978-0-7506-7732-5 Peter Thiel - Blake (2014) Master Zero to One: Notes on Startups, or How to Build the Future. Crown Business, DUE Library |
| Hand-in Assignments/ measurement reports | Processing and analysis of 2 case studies with suggestions as well. The teams choose the cases. (On week 8 th and 10 th) |
| Description of midterm tests | Midterm test on week 12 th . Supplementary test on week 13 th . |

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Business Valuation

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|---|--------------|--|---|--|----|---|-------------------------------|----------------|-----------------------|
| Subject name | In Hungarian | | | Vállalatértékelés | | | | Szintje | A |
| | In English | | | Business Valuation | | | | Level | A |
| Subject code | | | | DUEN(L)-TKT-152 | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | |
| | | | | Number of Lessons | | | Requirements | Credits (ECTS) | Language of Education |
| | Lecture | | | Seminar | | Laboratory | | | |
| Full-time | 39 | | 1 | | 2 | | CA (Continuous assessment) | 5 | English |
| Correspondence | 15 | | 5 | | 10 | | | | |
| Teacher responsible for the course | | | | Name | | Andrea Keszi-Szeremlei Dr. | | Position | college professor |
| Educational goals | | | | Students - will further deepen and expand their knowledge acquired in the subject Corporate Finance. - will be able to conduct analyses on the basis of simplified financial statements of a company's activities, based on an appropriate data consistent balance sheet, income statement and cash flow forecast, and to separate the different types of cash flows, and based on this all, to determine a company's value. - will be able to detect a variety of alternative valuation methods, present their advantages and disadvantages. | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | |
| | | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | |
| | | | | Laboratory | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge The students have knowledge of - the fundamental and comprehensive facts, directions and boundaries of the subject area of company rating (finance, accounting, business economics). - the most important relationships, theories and terminology that make up the professional field of business and management. - the basic methods of knowledge acquisition and problem-solving in the field of business and management. | | | | | |
| | | | | Ability They are capable of conducting primary analysis of the concepts, synthesized (verbal) formulation of interrelationships, and carrying out adequate evaluation. They are capable of self-employment. They have the ability to co-operate with others. They are able to manage various resources. | | | | | |
| | | | | Attitude They are open to the authentic transmission and delivery of the comprehensive way of thinking and fundamental characteristics of their profession. They are characterized by the desire for continuous self-development in the field of business and economic sciences. | | | | | |
| | | | | Responsibility - They independently consider comprehensive, fundamental professional problems and reflections based on the given sources. | | | | | |
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| | <ul style="list-style-type: none"> - They are characterized by responsibility and co-operation with the qualified experts of the professional field. - They have a responsible attitude to the fundamental theories and views of the profession. |
| Brief description of the subject content | The importance of company valuation reviews; presenting important methods. Presentation of balance sheet-based methods through a case study. Presentation of income statement-based methods through a case study. Mixed methods. Valuation methods based on the capital market Dividend Yield methods. DCF methods II. – definition of WACC. Risk and its measurement BETA and its measurement. BETA and its measurement. Financing of incorporation Acquisitions. Shareholder value measurement - and the NOPA 12 EBITDA EVA, MVA, SVA, free cash flow scorecard. |
| Activity forms of students | <p>Weekly tests: 20%</p> <p>Frontal work: 30 %</p> <p>Individual or group work: 35%</p> <p>Test: 15%</p> |
| Compulsory reading and its availability | <p>Pablo Fernandez: Company valuation methods 2013</p> <p>Professor of Finance. IESE Business School, University of Navarra</p> <p>online:</p> <p>https://is.vsfs.cz/el/6410/leto2014/N_OP/um/Fernandez_2013_Company_Valuation_Methods_SRN-id274973.pdf</p> <p>Materials on MOODLE</p> |
| Recommended reading and its availability | <p>Duff & Phelps, Roger Grabowski, James Harrington, Carla Nunes: 2017 Valuation Handbook - U.S. Guide to Cost of Capital</p> <p>Published: March 2017 ISBN#: 978-1-119-36712-3 (384 pages)</p> <p>Publisher: John Wiley & Sons, Inc.</p> |
| Hand-in Assignments/ measurement reports | |
| Description of midterm tests | |

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E-business

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|---|----|--------------|--|--|---|---|-----------------------|----------|---------------------|
| Subject name | | In Hungarian | | E-business | | | | Szintje | A |
| | | In English | | E-business | | | | Level | A |
| Subject code | | | | DUEN-TKT-250 | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | |
| Number of Lessons | | | | Requirements | | Credits (ECTS) | Language of Education | | |
| Lecture | | Seminar | | | | | | | Laboratory |
| Full-time | 39 | 2 | | | 1 | CA (Continuous assessment) | 5 | English | |
| Correspondence | 15 | 10 | | | 5 | | | | |
| Teacher responsible for the course | | | | Name | | Szilvia Kovács | | Position | Associate professor |
| Educational goals | | | | The education course is designed to familiarize students with the basic realization / production forms and new business models for e-business. The course presents a wide range of Internet business application modalities and areas of application of e-business. By the end of the semester students will be able corporate initiative, an electronic business plan outline to compile. | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | |
| | | | | Seminar | | | | | |
| | | | | Laboratory | | In a classroom with the use of projector or computer in each seminar. | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge Know the concept of E-business system, the scope of the field is essential, comprehensive facts, directions and boundaries. Know the most important area of E-business professional relationships, theories and terminologies. | | | | | |
| | | | | Ability The ability of E-business relationships synthetic formulation and evaluation activities adequately. Able to identify routine professional problems, exploration is required to solve the theoretical and practical background, formulate and solve Able to use the feature literature of E-business. | | | | | |
| | | | | Attitude Comprehensive way of thinking and open profession of practical operation of the basic features of authentic convey, transmit. Continuous self-training needs specific to the E-business | | | | | |
| | | | | Autonomy and responsibility They can tackle problems as responsible persons, i.e. can decide if it is a need in a certain negotiation phase or situation to cooperate with others. Independently carry out a comprehensive, underlying technical aspects and reflection on the basis of the given resources through thinking. Cooperation and responsibility characterizes the given field qualified experts | | | | | |
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| Brief description of the subject content | The development of e-commerce, concept, individual elements of the conceptual, legal and technical support and manifestations. In B2B, B2C, B2A and C2a relations overview, features. The internet concept, development and opportunities. Risk Factors of the internet. The economic benefits, the risks of electronic commerce. |
| Activity forms of students | Weekly online tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15% |
| Compulsory reading and its availability | Colin Combe: Introduction to e-business Elsevier, 2016. ISBN–13: 978-0-7506-6731-9, online: http://kolegijifama.eu/materialet/Biblioteka%20Elektronike/Introduction%20to%20e-Business%20Management%20and%20Strategy.pdf |
| Recommended reading and its availability | http://www.freebookcentre.net/Business/E-Business-Books.html |
| Hand-in Assignments/ measurement reports | Students have to take a final test (listening comprehension, problem-solving task and translation). |
| Description of midterm tests | All students have to take weekly online tests and a vocabulary test after each topic. |

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Market and competitiveness analysis

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|---|--|--------------|---|--|--|---|-------------------------------|----------|-------------------|
| Subject name | | In Hungarian | | Piac- és versenyképesség elemzés | | | | Szintje | A |
| | | In English | | Market and competitiveness analysis | | | | Level | A |
| Subject code | | | | DUEN-TKT-216 | | | | | |
| Responsible educational unit | | | | Institute for Social Sciences Department of Economics and Management Sciences | | | | | |
| Name of Mandatory Preliminary Study | | | | | | | | | |
| Number of Lessons | | | | Requirements | | Credits (ECTS) | Language of Education | | |
| | | Lecture | | | | | | | |
| Full-time | | | 1 | | | 2 | CA (Continuous assessment) | 5 | English |
| Correspondence | | | 5 | | | 10 | | | |
| Teacher responsible for the course | | | | Name | | Dr Erzsébet Szász | | Position | College Professor |
| Educational goals | | | | By the end of the course the students get to know the methods of competitor analysis, the levels, influencing factors and measurement methods of competitiveness. Upon completion of the course the students can create their own database and to analyze it with the skills and techniques they have learnt. After analyzing the data they will be able to make a proposal for shaping a company's competitive strategy. | | | | | |
| Typical delivery methods | | | | Lecture | | In a classroom with the use of projector or computer in each lecture. | | | |
| | | | | Seminar | | In a classroom with the use of projector or computer in each seminar. | | | |
| | | | | Laboratory | | | | | |
| Requirements (expressed in learning outcomes/competencies to be acquired) | | | | Knowledge The students will know <ul style="list-style-type: none">- the most important concepts related to market and competitiveness.- the essential, comprehensive facts, directions and boundaries that make markets operate- the most important relations, theories and terminology of the field of study. | | | | | |
| | | | | Ability The students are capable of undertaking elementary analysis of the knowledge system of market and competitiveness, synthetic formulation of correlations, and adequate evaluation. | | | | | |
| | | | | Attitude Open to the authentic conveyance and transmission of the comprehensive way of thinking and the basic features of the practical operation of the profession. Desire for continuous self-education in the field of Market. | | | | | |
| | | | | Autonomy and responsibility Based on the given resources, the students independently carry out a comprehensive thinking of fundamental professional questions. The trained professionals of the given field are characterized by cooperation and responsibility. | | | | | |
| Brief description of the subject content | | | | The concept types, factors, roles of market. Market relations of enterprise. Testing the market structure and the behavior and performance of market actors. The aim of competitor analysis, key performance indicators, the scope and role of data analysis used in the preparation of competitive strategy. Conceptual definition of competitiveness. Different levels of competitiveness (product, company, economy, region). Levels and practical methods of measuring competitiveness. Corporate competitiveness. | | | | | |
| Activity forms of students | | | | Weekly online tests: 20% Frontal work: 30 % Individual or group work: 35% Test: 15% | | | | | |

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| Compulsory reading and its availability | Dan Richards; George Norman; Lynne Pepall: Industrial Organization: Contemporary Theory and Empirical Applications ISBN 10: 1118250303 ISBN 13: 9781118250303 Publisher: Wiley, 2014 |
| Recommended reading and its availability | Attila Chikán: National and firm competitiveness: a general research model ISSN: 1059-5422 Online from: 1991 http://www.emeraldinsight.com/doi/abs/10.1108/10595420810874583 |
| Hand-in Assignments/ measurement reports | Students have to take a final test (listening comprehension, problem-solving task and translation). |
| Description of midterm tests | All students have to take three midterm tests. |