

Curriculum for BSc in Business Administration and Management (BSBA)

Learning outcome requirements

CONTENTS

<u>1. GENERAL DESCRIPTION</u>	3
<u>1.1. The instructor responsible for the programme:</u>	3
<u>1.2. The English title of the bachelor's degree program:</u>	3
<u>1.3. The designation of the qualification in the certificate:</u>	3
<u>1.4. The level of education:</u>	3
<u>1.5. Training area:</u>	3
<u>1.6. Training branch:</u>	3
<u>1.7. The training time:</u>	3
<u>1.8. The number of credits required to obtain the basic degree:</u>	3
<u>1.9. The educational goal of the bachelor's degree program:</u>	3
<u>1.10. The structure of the training:</u>	3
<u>1.11. The order and main requirements of professional practice:</u>	4
<u>The training goal of the professional practice, the professional competencies to be acquired:</u>	4
<u>Students' tasks</u>	4
<u>Control of professional practice</u>	5
<u>1.12. Thesis requirements:</u>	5
<u>1.13. Requirements and structure of the final exam:</u>	5
<u>1.14. Certification of the diploma:</u>	5
<u>1.15. Foreign language requirements:</u>	6
<u>1.16. Information about subjects:</u>	6
<u>1.17. Mobility window:</u>	6
<u>2. Comprehensive curriculum (full-time/part-time/distance-learning study mode)</u>	Hiba! A könyvjelző nem létezik.
<u>3. Detailed curriculum</u>	Hiba! A könyvjelző nem létezik.
<u>4. Syllabi</u>	10
<u>4.1 Marketing</u>	10
<u>4.2 Basics of Management</u>	13
<u>4.3 Accounting in Finance</u>	16
<u>4.4 Strategic Planning</u>	19
<u>4.5 Calculus for Business 1.</u>	22
<u>4.6 Calculus for Business 2.</u>	25
<u>4.7. Statistics 1.</u>	28
<u>4.8 Innovation Management</u>	32

4.9. Financial Economics	34
4.10. HRM and Knowledge Management	39
4.11. Decision Theory and Methodology	41
4.12. Management of Value Creating Processes	44
4.13. Business Communication	47
4.14. Strategic and Performance-Oriented Employment	50
4.15. Psychology of Work, Leadership, and Organisation	53
4.16. Coaching and Counselling	55
4.17. Management of Atypical Employment	58
4.18. Project Management	61
4.19. Financial analysis	64
4.20. Corporate Finance and Financial Strategies	66
4.21. Financial Services for Enterprise Development	68

● 1. GENERAL DESCRIPTION

1.1. The instructor responsible for the programme:

Botond Géza KÁLMÁN, PhD, associate professor

1.2. The English title of the bachelor's degree program:

Business Administration and Management

1.3. The designation of the qualification in the certificate:

in English:

Economist in Business Administration and Management

in Hungarian:

Közgazdász gazdálkodási és menedzsment alapképzési szakon

1.4. The level of education:

Bachelor's level (baccalaureus, bachelor, BA, ISCED¹6)

1.5. Training area:

Economic studies

1.6. Training branch:

Economic

1.7. The training time:

7 semesters;

full-time programme: 1260 hours +1 semester internship

part-time programme (part-time + distance learning): 378 hours + 1 semester internship

1.8. The number of credits required to obtain the basic degree:

180+30 credits

1.9. The educational goal of the bachelor's degree program:

The purpose of the training is to train economic professionals who, based on their knowledge of economics, social sciences, economics, and methodology, as well as their special knowledge, are able to plan and analyze the activities and processes of economic organizations and institutions, as well as manage and organize economic and entrepreneurial activities and processes. They are also aware of modern management and decision-making methods and the importance of strategic thinking, and have sufficient knowledge to continue the training in the second cycle.

1.10. The structure of the training:

- Common sustainability and PIQ & LEAD (P&L) module 25 credits
- Financial foundation module 35 credits
- Business and management professional knowledge 120 credits , of which 15 credits can be chosen freely
- Business and management internship (20 credits)
- Thesis 10 credits.
- Criterium Requirements

Applicability of higher education vocational training in economics and management to BA studies

<i>Higher education vocational training</i>	<i>Bachelor's degree in college</i>	<i>Credits</i>
European civilization and identity	The European Union and Hungary	5
Personality development and professional communication		5
Microeconomics		5
Calculus for Business 1		5
Accounting		5
Macroeconomics		5
Calculus for Business 2		5

¹ International standard classification of education

Statistics 1.		5
Marketing		5
Introduction to management		5
Complex social science knowledge	Law and society	5
Human resource management and administration (HRMA)		5
Statistics 2.		5
Knowledge of project management and tender preparation	Elective course 1.	5
Culture, sport, well-being at work 1-3.	Sports 1-4.	
Mentoring class 1-3.		
Study-period internship 1-3.		
Total:		70

Subjects of previous higher education or higher education vocational training are taken into account based on an individual assessment.

1.11. The order and main requirements of professional practice:

In the 7th semester, *students* take part in internship outside the university, at business units.

The professional internship is a semester-long, minimum twelve-week continuous practice, as defined in the curriculum of the higher education institution.

In the case of internship, the places that can be considered are primarily businesses, on the other hand, public service providers and non-profit organizations. It is a basic requirement that the practical place be suitable for deepening the student's practical knowledge, examining the practical applicability of the student's theoretical knowledge and preparing the thesis.

The location of the internship is determined by careful, prior professional consultation. After the concrete acceptance of the place, the department staff member who mentors the student contacts the business unit. After discussing the specific student program, the university concludes a contract with the host company or institution.

The student is obliged to spend their internship in the designated place. The business unit develops the work order and the conditions for the completion of tasks in agreement with the student's mentor.

The training goal of the professional practice, the professional competencies to be acquired:

- Expanding the candidates' theoretical and practical knowledge of economics and management with the help of on-the-job training;
- Development of the ability to adapt to environmental changes;
- Development of abilities to help establish business relationships;
- The ability to work independently by being involved in various sub-processes of business organizations;
- Developing the ability to work in a group;
- Ability to evaluate and summarize experiences;
- Developing skills that can raise the student to the level of an employee in the eyes of the employer;
- Strengthening initiative, problem analysis and solving skills.

Students' tasks

- Getting to know and studying the business unit in the following areas:
 - scope of activities, organizational structure, market situation, strategy;
 - the basic activity, main and supporting processes of the company, business organization; – connection and organization of sub-areas of farming;
 - the property, financial and income situation of the company, economic organization;
 - information, decision preparation and decision systems;
 - internal control system;
 - management and control system;
 - human resources and knowledge management systems.

- Participation in the daily work of the business unit, according to the defined work program;
- Gathering information for the practical aspects of the thesis:
 - processing information based on learned methods;
 - evaluation and analysis of processes and areas corresponding to the chosen topic;
 - getting to know the factors of the changes, through personal interviews and the use of the relevant internal information and reports;
 - establishment of causal relationships;
 - forming an independent opinion and formulating proposals.

Control of professional practice

During the internship, the student is in constant contact with their mentor, who provides professional support and monitors progress, informs about the student's work and behavior, and provides theoretical and methodological assistance for the preparation of the thesis. They reports on their experiences to the head of department.

Within 10 days after the end of the internship, the student prepares a written report on the performance of his tasks and his experiences. The completed, minimum 5-page compilation will be evaluated and graded by the instructor in charge.

In the business unit, the employee helping the student also qualifies and grades the student's work by filling out an "evaluation form".

Based on the mentor and company (institutional) evaluation, the department determines the student's grade for the completion of the professional practice.

This grade is formed as follows (Total 100 points):

- theoretical and practical preparation of the student (30 points)
- corporate problem solving and task performance (40 points)
- student behavior at the company (15 points)
- quality of written summary (15 points)

The amount of work performed during the professional internship is worth 30 credits.

1.12. Thesis requirements:

Requirements for the thesis/final thesis: in accordance with the Thesis Regulations of Kodolányi János University, which are available on the electronic interface of the KJE student information.

1.13. Requirements and structure of the final exam:

Students complete their studies with a final exam.

The final exam is the verification and evaluation of the knowledge, skills, and abilities required to obtain the qualification, during which the student must also prove that they can apply the knowledge they have learned.

- Conditions for admission to the final exam:
 - meeting the requirements set out in the curriculum (acquiring pregraduation certificate);
 - thesis
 - preparation;
 - evaluation by reviewers, at least recommended as satisfactory.
- Parts of the final exam:
 - defending the thesis;
 - complex oral exam.
- How to calculate the result:
 - The average of the results of the thesis defense and the complex oral exam.

1.14. Certification of the diploma:

The qualification of the diploma is the rounded average of the qualifications below:

- the result of the complex oral (and, where available, written) final exam
- the average result of the student's academic average per semester (which is also included in the textbook).

1.15. Foreign language requirements:

They have the basic professional vocabulary of economics in their native language and at least one foreign language. They are able to use a professional foreign language at an intermediate level.

1.16. Information about subjects:

Information about the subjects can be found in Moodle (<http://moodle.kodolanyi.hu>).

1.17. Mobility window:

Semester of studies abroad – e.g. Erasmus –recommended by the institution: 4th semester.

Comprehensive Curriculum Bsc in Business Administration and Management full-time/part-time/distance-learning study mode

		1		2		3		4		5		6.		7.	
30/9	Sustainability P&L Module Lectures	Sustainability lect..	5	Academic writing and rhetoric lect.	5	Personality development and professional communication lect.	5	Trends in IT lect.	5	Law and society lect.	5	The European Union and Hungary lect.	5	Business and management internship	20
30/9		Economic mathematics 1. (GA) sem.	5	Statistics 1. (GA) sem.	5	Elective course 1. lect.	5	Elective course 2. lect.	5	Marketing Management lect	5	Decision theory and methodology sem	5		
30/9		Marketing lect	5	Financial accounting lect	5	Business economics lect	5	International economics lect	5	Innovation and value creation process management sem	5	Quality management sem.	5		
30/9		Introduction to management lect.	5	Economic mathematics 2. (GA) sem	5	Statistics 2 (GA). sem	5	Strategic planning and team management lect.	5	Lean management sem	5	Environmental economics and business ethics lect	5		
30/9		Basic computer skills sem.	5	Business communication lect	5	Controlling sem	5	Human resources management and administration (HRMA) lect	5	Organizational development sem.	5	Agile leadership sem	5		
60/18		Microeconomics lect+sem	5	Macroeconomics lect+sem	5	Accounting lect+sem	5	Financial economics lect+sem	5	Corporate finance lect+sem	5	Kaizen project management lect+sem	5	Thesis	10
	Criterion Requirements	Sport*		Sport*		Sport*		Sport*		Foreign Language Competency Exam					
	Criterion Requirements	Mentoring *		Mentoring *		Mentoring *		Mentoring *		Mentoring *		Mentoring *			
Credit		30		30		30		30		30		30		30	
		210/63		210/63		210/63		210/63		210/63		210/63		210/63	

Mobility Window: 4th semester

*Only full-time study mode

Knowledge modules:

- **Common foundation module (25 credits),**
- **Financial foundation module (35 credits),**
- **Business and management professional knowledge (120 credits, of which 15 credits are optional),**
- **Business and management internship (20 credits)**
- **Thesis (10 credits)**

Detailed Curriculum

Code	Course	Credits	Classes	Requirement (final course grade)	Semester	Modules	Prerequisite	Department in charge
SK 022a	Sustainability	5	30/9	final exam	1.	lect.		SK
GA 240a	Marketing	5	30/9	final exam	1	lect.		GAM
GA 241a	Introduction to management	5	30/9	final exam	1	lect.		GAM
GA 110a	Economic mathematics 1. (GA)	5	30/9	final exam	1	sem.		GAM
GA 242a	Basic computer skills	5	30/9	term mark	1	sem.		GAM
GA 003a	Microeconomics	5	60/18	final exam	1	lect. + sem.		GAM
GA 005a	Mentoring 1. (Only full-time s.m.)	-	-	signature	1	practice		GAM
SK 021a	Sport 1. (Only full-time s.m.)	-	-	signature	1	practice		SK
KO 942a	Academic Writing and Rhetoric	5	30/9	final exam	2	lect.		KO
GA 113a	Economic mathematics 2. (GA)	5	30/9	final exam	2	sem.		GAM
GA 256a	Statistics 1. (GA)	5	30/9	final exam	2	sem.		GAM
GA 257a	Financial accounting	5	30/9	final exam	2	lect.		GAM
GA 258a	Business communication	5	30/9	final exam	2	lect.		GAM
GA 027a	Macroeconomics	5	60/18	final exam	2	lect. + sem.		GAM
GA 032a	Mentoring 2. (Only full-time s.m.)	-	-	signature	2	practice		GAM
SK 023a	Sport 2. (Only full-time s.m.)	-	-	signature	2	practice		SK
NT 167a	Personality development and professional communication	5	30/9	final exam	3	lect.		NT
GA 154a	Business economics	5	30/9	final exam	3	lect.		GAM
GA 150a	Statistics 2. (GA)	5	30/9	final exam	3	sem.		GAM
GA 326a	Controlling	5	30/9	term mark	3	sem.		GAM
GA 002a	Accounting	5	60/18	final exam	3	lect. + sem.		GAM
GA 053a	Mentoring 3. (Only full-time s.m.)	-	-	signature	3	practice		GAM
FM	Elective course 1.	5	30/9	final exam	3	lect.		Institutional
SK 025a	Sport 3. (Only full-time s.m.)	-	-	signature	3	practice		SK

IN 107a	Trends in IT	5	30/9	final exam	4	lect.		IN
GA 045a	International economics	5	30/9	final exam	4	lect.		GAM
GA 108a	Strategic planning and team management	5	30/9	final exam	4	lect.		GAM
GA 315a	Human resource management and administration (HRMA)	5	30/9	final exam		lect.		GAM
GA 046a	Financial economics	5	60/18	final exam	4	lect. + sem.		GAM
GA 054a	Mentoring 4. (Only full-time s.m.)	-	-	signature	4	practice		GAM
FM	Elective course 2.	5	30/9	final exam	4	lect.		Institutional
SK 026a	Sport 4. (Only full-time s.m.)	-	-	signature	4	practice		SK
NE 233a	Law and society	5	30/9	final exam	5	lect.		NE
GA 060a	Marketing management	5	30/9	final exam	5	lect.		GAM
GA 327a	Innovation and value creation process management	5	30/9	term mark	5	sem.		GAM
GA 319a	Lean management	5	30/9	term mark	5	sem.		GAM
GA 330a	Organizational development	5	30/9	term mark	5	sem.		GAM
GA 061a	Corporate finance	5	60/18	final exam	5	lect. + sem.		GAM
GA 063a	Mentoring 5. (Only full-time s.m.)	-	-	signature	5	practice		GAM
NY 001a	Foreign language competency exam	-	-	signature	5	practice (criterion exam)		Language Exam Centre
NE 234a	The European Union and Hungary	5	30/9	final exam	6	lect.		NE
GA 135a	Decision theory and methodology	5	30/9	term mark	6	sem.		GAM
GA 329a	Quality management	5	30/9	term mark	6	sem.		GAM
GA 117a	Environmental economics and business ethics	5	30/9	final exam	6	lect.		GAM
GA 322a	Agile leadership	5	30/9	term mark	6	sem.		GAM
GA 323a	Kaizen project management	5	60/18	final exam	6	lect. + sem.		GAM
GA 069a	Mentoring 6. (Only full-time s.m.)	-	-	signature	6	practice		GAM
GA 328a	Business and management professional practice	20	210/63	term mark	7	practice		GAM
GA 072a	Thesis	10	-	signature	7	practice		GAM

● 4. SYLLABI

4.1 Marketing

Subject name: Marketing		Number of credits: 5	Code: NG119
Type of lesson:		Evaluation:	
Presentation	x	Colloquium	x
Seminar	x	Candidate essay	
Exercise		Small group exercise	x
Curricular location of the subject (semester): according to the model curriculum: semester 2			
Frequency of publication of the subject: every semester (in the autumn and spring semesters of the cross-semester courses)			
Language of instruction, if not Hungarian: -			
Subject classification: (compulsory, compulsory optional, optional): compulsory			
Timetable of the subject: http:			
<p>The aim of the subject</p> <p>The basic aims of teaching the subject are</p> <ul style="list-style-type: none"> ● to instil the spirit of marketing in students; ● providing knowledge about the market, its functioning and the market operations of companies; ● familiarisation with the concepts, tools and techniques of marketing. <p>With the knowledge of the course material, students will be able to prepare strategic and tactical marketing decisions, solve marketing problems and tasks independently.</p>			
<p>Learning outcomes</p> <p>As a result of the course, students will be able to prepare strategic and tactical marketing decisions, solve marketing problems and tasks independently.</p>			
<p>Areas of competence to be developed, learning outcomes (based on the course's FAQ):</p> <p>a) knowledge</p> <p>You know the basic theories and characteristics of strategic planning and management. Knowledge of the broad concepts and context of strategic planning and management. Understands basic strategic concepts, behaviour and decision-making mechanisms of economic actors. Recognises and understands the drivers of market and management processes, both in theory and in real-life situations.</p> <p>b) skills</p> <p>The ability to use the theories and methods learnt to explore, organise and analyse facts and basic relationships, and to draw independent conclusions and critical comments. Ability to identify the complex consequences of strategic planning and management processes, organisational events and to draw independent conclusions from a real-life situation.</p> <p>c) attitude</p> <p>Receptive to new information, new professional knowledge, open to new tasks and responsibilities that require autonomy and cooperation. Pursues lifelong learning, both in and outside the world of work.</p> <p>d) autonomy and responsibility</p> <p>Under general professional supervision, independently carries out and organises the tasks defined in the job description. Assumes responsibility for his/her analyses, conclusions and decisions.</p>			
<p>Content of the subject:</p> <p>1) Introduction to what is marketing</p> <ol style="list-style-type: none"> a. The role of marketing in the economy b. A marketing mix c. Marketing orientation <p>2) Consumer behaviour</p> <ol style="list-style-type: none"> a. Buying process b. Factors influencing consumer choice <p>3) Market segmentation, targeting, positioning</p> <ol style="list-style-type: none"> a. The concept of market b. Market segmentation c. Target group training 			

d. Positioning

4) Market research

- a. The role and characteristics of market information
- b. The process and types of marketing research

5) Brand policy, product policy

- a. Branding and types of brands
- b. A The evolution of the concept of product, basic concepts of product range
- c. Market life curve of the product
- d. Product development

6) Marketing tasks for services

- a. Specificities of the services
- b. Quality of service

7) Pricing

- a. Pricing methods
- b. The marketing practice of pricing

8) Sales system

- a. The concept and functions of the sales system
- b. Planning the sales journey

9) Advertisement

- a. Fundamentals and forms of advertising
- b. Communication process
- c. Types and means of communication
- d. Advertising design

10) Marketing planning

- a. Corporate and marketing strategy plan
- b. Marketing planning as part of strategic planning

11) Personal branding

- a. What is personal branding and what are its tools?
- b. How can I use personal branding in my future career?

12) Presentations from the working groups

- a. Listen to the presentations of the working groups set up at the beginning of the semester

The pedagogical methods used in higher education: lecture, explanation, discussion, debate, demonstration, cooperative teaching, homework.

Prerequisites: see above

Requirements, conditions for completing the unit (in the case of a colloquium, a list of items and the assessment criteria for the exam):

Full-time training (student workload according to the number of credits*):

5ECTS: 60 contact hours (30 theory and 30 practical). Attendance is compulsory, with an unexcused absence possible for 20% of the classes. 90 hours of independent work at home: learning of theoretical material, preparation for the exam, home practice of computational exercises.

College examination items: topics that appear in the weekly breakdown.

Part-time: (student workload according to the number of credits*):

5ECTS: Correspondence: 18 hours of consultation. 132 hours of independent homework. 132 hours of homework. 132 hours of homework.

College examination items: topics that appear in the weekly breakdown.

Evaluation:

Satisfactory: 51-61%: Generally reproduces and interprets correctly the strategy planning and management concepts learnt, generally knows the strategy planning and management processes learnt, but has a poor understanding of the context. Can describe the behaviour of organisational actors, but lacks understanding and independent application of the models describing them.

Medium: 62-74%: Familiar with the concepts of strategy planning and management, knows the strategy planning and management processes learnt and recognises them independently, but has some gaps in

understanding the context. Can describe the behaviour of organisational actors adequately, but often has problems in interpreting and applying the models describing them independently.

Good: 75-85%: Reproduces and interprets strategy planning and management concepts to a good standard, knows and recognises the strategy planning and management processes learnt, and understands the context. The behaviour of organisational actors is presented to a good standard and the behavioural models describing them are applied with minor deficiencies.

Outstanding: 86-100%: Demonstrates a high level of understanding of strategic planning and management concepts. Fully understands the strategy planning and management processes learned, and has a good understanding of the interrelationships. The behaviour of organisational actors is presented to an excellent standard, and the behavioural models describing them can be fully applied and interpreted through examples.

The department responsible for the subject:

Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 150

Number of hours and details of tasks to be carried out outside contact hours:

Independent review and processing of theoretical material, preparation for exams. Preparation for calculation problems by solving exercises.

Requirements:

For full-time students:

- Active participation in class (Online students can only participate by turning on the camera. Otherwise, class attendance is not accepted.)
- Small group exercise
- Written exam.

For correspondence and distance learning students:

- Active participation in class (Online students can only participate by turning on the camera. Otherwise, class attendance is not accepted.)
- Written exam.

Required reading:

- Lecture notes
- Bauer, A. - Berács, J. - Kenesei, Zs. (2016). Aula Publishing House, Budapest.

Recommended literature:

- Kotler, P. - Keller, K. (2006): Marketing management. Akadémiai Kiadó, Budapest.
- Current articles in the weekly newspapers Világgazdaság and Figyelő
- Teacher-prepared curriculum

Responsible for the subject: Dr. Szilárd Malatyinszki

Teachers: Tibor Sebestény, Szilárd Malatyinszki

4.2 Basics of Management

Subject name: Basics of Management		Number of credits: 4	Code: GA038
Type of lesson: Presentation X Seminar Practice		Evaluation: Colloquium X Candidate essay Individual essay assignment	
Curricular location of the subject (semester): according to the model curriculum: semester 2			
Frequency of publication of the subject: every semester (in the autumn and spring semesters of the cross-semester courses)			
Language of instruction, if not Hungarian: -			
Subject classification: (compulsory, compulsory optional, optional): compulsory			
Timetable of the subject: http:			
<p>The aim of the subject: A leader's fundamental task is to get the most out of a group of people, whether they are a department of a multinational company or a team in a non-profit organisation. The course addresses theoretical and practical issues related to the nature, science and art of leadership. It also introduces the challenges of leadership in the 21st century and possible ways of meeting them. Communication is an important element of leadership, as it is not only the way we communicate information but also the way we influence others. The basic aims of teaching this subject are to enable students to:</p> <ul style="list-style-type: none"> ● understand the psychological background of leadership; ● master effective management communication; ● identify their strengths and areas for improvement in leadership; ● develop their leadership skills. <p>With the knowledge gained from the course material and the classroom exercises, students should be able to lead their team more consciously.</p>			
<p>Areas of competences to be developed, learning outcomes (based on the course's FAQ):</p> <p>e) knowledge You know the basic characteristics of leadership. Knowledge of the broad concepts and context of leadership. Understands the basic concepts, behaviour and decision-making mechanisms. Recognises and understands the drivers of leadership processes in theory and in real-life situations.</p> <p>f) skills The ability to use the theories and methods learnt to explore, organise and analyse facts and basic relationships, and to draw independent conclusions and critical comments. Ability to identify the complex consequences of communication processes and to draw independent conclusions from a real management situation.</p> <p>g) attitude Receptive to new information, new professional knowledge, open to new tasks and responsibilities that require autonomy and cooperation. Pursues lifelong learning both in and outside the world of work.</p> <p>h) autonomy and responsibility Under general professional supervision, independently carries out and organises the tasks described in the job description. Assumes responsibility for the analyses.</p>			
<p>Learning outcomes The course will result in students:</p> <ul style="list-style-type: none"> ● understand what their leadership effectiveness depends on; ● will be able to lead their organisation more effectively and efficiently. 			

Content of the subject:

- **Introduction. What is leadership?**
 - Definition of leadership
 - Basic concepts of leadership
- **Factors affecting leadership**
 - The psychology of leadership
 - What skills and abilities are needed to be an effective leader
 - Different management styles and their effects
- **Management communication**
 - What does our communication depend on?
 - Basic concepts and elements of communication
 - How do we communicate with our employees to better motivate them?
- **How to talk to people with different styles?**
 - The SIZE Process style and communication model and its application
 - How can I communicate more effectively with people with different styles?
 - How can I best motivate people with different styles?
- **Leadership motivation**
 - Human needs
 - Why am I working in a job?
 - The Maslow Theory
 - Ways of meeting human needs at work
- **Change management**
 - Why is it important for a leader to know the psychology of change?
 - The background to our resistance to change
 - The emergence of different emotions in people during change
 - Leadership communication during change
- **Strengthening the leadership effect**
 - What impact can I have on my staff?
 - The consequence of different behaviour
 - Strengthening the leadership effect
 - Managing difficult leadership situations
- **Executive coaching**
 - Definition of coaching and how it works
 - Coaching type leadership and its benefits
- **Project Management**
 - Project definition and criteria
 - Stages of project implementation
 - Effective management of projects
- **The effective presentation**
 - What communication tools can be used during the presentation?
 - What can I do to make my presentation more effective?
- **Dealing with difficult situations. Preparing a management action plan**
 - What are my personal strengths in leadership? What skills do I need to develop?
 - How can I use my strengths in leadership?
- **Summary, conclusion**
 - A review of leadership and its psychological aspects. Summary and conclusion of the course.

The pedagogical methods used in higher education: lectures, explanations, video analysis, pair and group exercises in class, essays to be submitted.

Prerequisites: see above

Requirements, conditions for completing the unit (in the case of a colloquium, a list of items and the assessment criteria for the exam):

Full-time training (student workload according to the number of credits*):

5ECTS: 60 contact hours (30 theory and 30 practical). Attendance is compulsory, with an unexcused absence possible for 20% of the classes. 90 hours of independent work at home: learning of theoretical material, preparation for the exam, home practice of computational exercises.

College examination items: topics that appear in the weekly breakdown.

Part-time: (student workload according to the number of credits*):
5ECTS: Correspondence: 18 contact hours (9 theory and 9 practical). 132 hours of independent homework.
Distance learning: 12 contact hours (6 theory, 6 practical). 138 hours of independent work at home. Content of homework: learning of theoretical material, preparation for the exam, home practice of computational exercises.

College examination items: topics that appear in the weekly breakdown.

Evaluation:

Satisfactory: 51-61%: Generally reproduces and interprets communication concepts well, generally knows the processes learnt but has a poor understanding of the context. Can describe the behaviour of communicators, but lacks understanding and independent application of the models describing them.

Medium: 62-74%: is familiar with the communication concepts learned, knows the processes learned and recognises them independently, but has some gaps in understanding the context. Can adequately describe the behaviour of communication, but often has difficulty in interpreting and applying the models describing it independently.

Good: 75-85%: Reproduces and interprets communication concepts to a good standard, knows and recognises the processes learnt and understands the context. Good presentation of communicative behaviours and application of the behavioural models describing them, with minor gaps.

Pass: 86-100%: Gives a high level account of the communication concepts learnt. Fully understands the processes learnt and makes the connections. The behaviour of the actors is presented to an excellent standard, and the models of behaviour describing them can be applied and interpreted fully, using examples.

The department responsible for the subject:

Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 150

Number of hours and details of tasks to be carried out outside contact hours:

Independent review and processing of theoretical material, preparation for exams.

Requirements:

For full-time students:

- Active participation in class (Online students can only participate by turning on the camera. Otherwise, class attendance is not accepted.)
- Written exam.

For correspondence and distance learning students:

- Active participation in class (Online students can only participate by turning on the camera. Otherwise, class attendance is not accepted.)
- Written exam.

Required reading:

- Lecture notes
- Handouts handed out in class
- Dr. András Radó, Dr. István Réthy: Vezetési ismeretek, Saldo, 2011
- Zsuzsanna Antal, Miklós Dobák: Leadership and Organization - Designing and Operating Organizations, Akadémiai Kiadó, 2016.
- Béla Buda: The Rules of Direct Human Communication, Animula Publishing (downloaded from the internet in pdf format and uploaded to moodle)

Recommended literature:

Current articles in the weekly newspapers Világgazdaság and Figyelő
Pease Allan: *Body language*, Park Books

Responsible for the subject: Dr. Csilla Mile

Instructors: Tibor Sebestény

4.3 Accounting in Finance

Subject name: Financial accounting		Credit number* 5	Code: NGA030 LGA030 V1
Type of lesson: <u>Presentation</u> <u>Seminar</u> Practice		Evaluation: <u>Colloquium</u> Practical ticket Signature	
Location of the subject (semester): 3.			
Frequency of publication of the subject: annually			
The language of instruction, if not Hungarian:			
Prerequisites for the course: according to the model syllabus: accounting			
Subject classification: (<u>compulsory</u> , compulsory optional, optional): compulsory			
Timetable of the subject: http:			
<p>The aim of the course is to build on the knowledge gained in the accounting course and to provide students with an understanding of how financial statements are prepared using accounting tools, what the financial statements look like, what the cash flow statement says, what the full annual report looks like, what mid-year accounting closes are, what tasks arise in relation to the next financial year, what auditing and self-auditing mean, and what accounting theories exist.</p>			
<p>Areas of competence to be developed, learning outcomes (based on the course's FAQ): The subject develops analytical and synthetic thinking and problem-solving skills, as well as the ability to adapt to a constantly and rapidly changing economic world. Upon successful completion of the course, students will gain a broad perspective on the production and calculation of financial statements, annual reports and supplementary accounting processes. The course provides an excellent basis for further training as an accountant, accounting and financial adviser, tax adviser, chartered accountant, economic analyst or internal auditor.</p>			
<p>Content of the subject:</p> <ol style="list-style-type: none"> 1. Week 7 Repeat accounting: the context of the balance sheet, profit and loss account and the supplementary annex. The chart of accounts. Annual accounts. Accounting for accruals and deferrals. Dr. Ágnes Siklóssy - Dr. Attila Veress: Accounting and Financial Reporting, 9th Extended Edition, Saldo Publishing, 2018. 2. 7 The concept of tangible assets, their appearance in the balance sheet, changes in stocks, balance sheet value, analytical accounting. Relationship between economic events relating to tangible fixed assets and the profit and loss account. Financial Accounting, Perfekt Kiadó, Budapest, 2016. 3. Week 7 Accounting, valuation and recording of stocks. Financial Accounting, Perfekt Kiadó, Budapest, 2016. 4. week Accounting and valuation of funds. Dr. Barbara Kardos and colleagues. 5. 7 Accounting and valuation of receivables and payables. Financial Accounting, Perfekt Kiadó, Budapest, 2016. 6. seven Candidate essay 7. 7 Accounting and bookkeeping of intangible assets, financial fixed assets and securities. Financial Accounting, Perfekt Kiadó, Budapest, 2016. 8. seven Accounting for equity and provisions, Elements of equity. Financial Accounting, Perfekt Kiadó, Budapest, 2016. 9. Week 7 Preparation of the accounts, stages of the accounting closure. Dr. Ágnes Siklósi. Perfekt Publishing House, 2011. 10. 7 The supplementary annex, the cash flow statement of the Accounting Act, the annual report, the analysis of the financial position, financial performance and profitability of the financial statements Dr. Ágnes Siklósi. Perfekt Publishing House, 2011. 11. seven Candidate essay 12. seven Repairs/repairs Candidacy essay 			

The pedagogical methods used in higher education:

Presentation, problem solving.

Prerequisites: Accounting, Act C of 2000 on Accounting

Requirements, conditions for completing the unit (in the case of a colloquium, a list of items and the assessment criteria for the exam):

Full-time: students write 2 final exams during the semester. Students will be offered a mark for each of the two papers with a minimum of 63%. The first final examination will be written after the end of the fifth week of the course, the second final examination will be written in the penultimate teaching hour. One of the final examinations can be corrected and/or made up in the last teaching hour. Students who do not achieve 63% in their final exams will take an exam during the examination period. The colloquia will consist of theoretical questions and practical exercises aligned to the weekly topics.

For correspondence and distance learning: analysis of the financial/financial/profitability situation of the company of the student's choice in the form of an essay to be submitted.

Full-time training (student workload according to the number of credits*):

Sufficient: the student is able to list the items of the balance sheet and profit and loss account in accordance with the legislation in force. He/she is able to calculate the balance sheet and the profit and loss account in accordance with the legal requirements. Some errors are possible in the financial statements.

Medium: Compared to the above, the student knows and can interpret the legislation in force in the field. The student's use of technical vocabulary is adequate, the numerical tasks are correct but not explained.

Good: Compared to the previous ones, the student has a detailed knowledge of the various financial reporting items and can calculate them. He/she is able to make correct calculations, interpreting the results in one or two sentences.

Significant: compared to the previous ones, the student will be familiar with the annual report, additional accounting tasks, the purpose and necessity of auditing and self-auditing and accounting theories. His/her calculations are correct, with detailed explanations and appropriate use of technical language.

Part-time: (student workload according to the number of credits*):

Sufficient: the student is able to list the items of the balance sheet and profit and loss account in accordance with the legislation in force. He/she is able to calculate the balance sheet and the profit and loss account in accordance with the legal requirements. Some errors are possible in the financial statements.

Medium: Compared to the above, the student knows and can interpret the legislation in force in the field. The student's use of technical vocabulary is adequate, the numerical tasks are correct but not explained.

Good: Compared to the previous ones, the student has a detailed knowledge of the various financial reporting items and can calculate them. He/she is able to make correct calculations, interpreting the results in one or two sentences.

Significant: compared to the previous ones, the student will be familiar with the annual report, additional accounting tasks, the purpose and necessity of auditing and self-auditing and accounting theories. His/her calculations are correct, with detailed explanations and appropriate use of technical language.

Notwithstanding the above, the students assigned to each instructor will be guided by the instructor.

Evaluation:

0-50% insufficient

51-62% sufficient

63-74% medium

75-87% good

88-100 % Significant <i>Notwithstanding the above, the students assigned to each instructor will be guided by the instructor.</i>
The department responsible for the subject: Department of Business and Management
Average number of student hours required to complete the course: number of credits multiplied by thirty
<p>Compulsory literature (5 items):</p> <ol style="list-style-type: none"> 1. Dr. Attila Veress and colleagues, Financial Accounting, Perfekt Kiadó, 2021. 2. Dr. Barbara Kardos and colleagues, Financial Accounting, Perfekt Kiadó, Budapest, 2016. 3. Kardos Barbara and colleagues, Financial Accounting Example Book I-II, Perfekt Kiadó, 2017. 4. Act C of 2000 on Accounting 5. Dr. Ágnes Siklósi: Financial Accounting II. Financial Accounting. 6. Róth-Adorján-Lukács-Veit: Financial Accounting, Hungarian Chamber of Auditors Education Centre Ltd Publishing House, Budapest, 2015. <p>Recommended literature(5 items):</p> <ol style="list-style-type: none"> 1. Dr. Ágnes Siklóssy - Dr. Attila Veress: Accounting and Reporting, 9th extended edition, Saldo Publishing, 2018. 2. Dr. Ágnes Siklósi - Attila Veress:Controlling economic events from A to Z. Saldo Publishing, 2016. 3. Veress Attila and colleagues, Financial accounting example 2018, Perfekt Kiadó, Budapest, 2018. 4. Róth-Adorján-Lukács-Veit: Financial accounting example book, Hungarian Chamber of Auditors Education Centre Ltd Kiadó, Budapest, 2015. 5. Dr. Ágnes Siklósi - Attila Veress:Financial accounting example book. Perfekt Publishing House, 2009.
Teachers: Dr. Brigitta Szóke () szoke.brigitta@kodolanyi.hu

5. Implementing the strategy. Strategy actions and change. The McKinsey consulting firm's 7S model. Conditions for successful strategy implementation
6. Change management. How we as leaders can support the change process. Managing resistance to change.
7. Candidate essay. The concept of organisational culture. How is the culture of a company formed? The layers of corporate culture. Factors that influence organisational culture.
8. Key motivational theories: Maslow's motivational approach. Simon Sinek: Analysis of the video How great leaders motivate you to act
9. Intercultural environment: the Hofstede model
10. Creativity in organisations. The concept of the learning organisation.
11. Guidelines for the composition of the team. The stages of team development.
12. Guidelines for team leadership. What a manager can do to support the team. The skills and attributes of an effective leader. The impact of different leadership styles on team work.

The pedagogical methods used in higher education: lecture, explanation, discussion, debate, demonstration, cooperative teaching, homework.

Prerequisites: see above

Requirements, conditions for completing the unit (including, in the case of a colloquium, the list of items and the assessment criteria for the exam):

Full-time training (student workload according to the number of credits*):

5ECTS: 60 contact hours (30 theory and 30 practical). Attendance is compulsory, with an unexcused absence possible for 20% of the classes. 90 hours of independent work at home: learning of theoretical material, preparation for the exam, home practice of computational exercises.

College examination items: topics that appear in the weekly breakdown.

Part-time: (student workload according to the number of credits*):

5ECTS: 18 hours of consultation, 132 hours of independent work at home. Home work includes: theoretical learning, preparation for the exam, home practice of computational exercises.

College examination items: topics that appear in the weekly breakdown.

Evaluation:

Satisfactory: 51-61%: Generally reproduces and interprets correctly the strategy planning and management concepts learnt, generally knows the strategy planning and management processes learnt, but has a poor understanding of the context. Can describe the behaviour of organisational actors, but lacks understanding and independent application of the models describing them.

Medium: 62-74%: Familiar with the concepts of strategy planning and management, knows the strategy planning and management processes learnt and recognises them independently, but has some gaps in understanding the context. Can describe the behaviour of organisational actors adequately, but often has problems in interpreting and applying the models describing them independently.

Good: 75-85%: Reproduces and interprets strategy planning and management concepts to a good standard, knows and recognises the strategy planning and management processes learnt, and understands the context. The behaviour of organisational actors is presented to a good standard and the behavioural models describing them are applied with minor deficiencies.

Outstanding: 86-100%: Demonstrates a high level of understanding of strategic planning and management concepts. Fully understands the strategy planning and management processes learned, and has a good understanding of the interrelationships. The behaviour of organisational actors is presented to an excellent standard, and the behavioural models describing them can be fully applied and interpreted through examples.

The department responsible for the subject:

Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 150

Number of hours and details of tasks to be carried out outside contact hours:

Independent review and processing of theoretical material, preparation for exams. Preparation for calculation problems by solving exercises.

Compulsory literature (3 items):

- Lecture notes
- Dr. Magdolna Csath (2004): Strategic Planning and Management in the 21st Century, National Textbook Publishing House, 2004
- Henry Mintzberg: Strategy Safari, a guide to strategic management, HVG, 2005

Recommended literature (5 items):

- Balaton-Tari: Strategic and Business Planning, Akadémiai Kiadó, 2014
- Sándor Klein: Leadership and Organizational Psychology, Edge 2000 Ltd, 2004
- Current articles in the weekly newspapers Világgazdaság and Figyelő
- Strategy-Making Handbook, KPMG, 2009.
- Teacher-prepared curriculum

Responsible for the subject: Dr. Szilárd Malatyinszki**Teachers: Szilárd Malatyinszki, Tibor Sebestény**

4.5 Calculus for Business 1.

Subject name: Economic Mathematics 1.	Number of credits: 5	Code: GA110
Type of lesson: Presentation <u>Seminar</u> x Practice	Evaluation: <u>Colloquium</u> x Practical ticket Signature	
The aim of the subject The aim of the course is to introduce analytical methods used in economics and to solve economic problems leading to optimal calculations.		
In the context of analytical methods , we will focus on the functions most frequently encountered in economic analysis, their properties and the interpretation of their parameters. A strong emphasis is given to higher mathematical methods of function analysis, in particular differential calculus. Economic exercises from everyday life will help to deepen the understanding of the concept and properties of the function, and to develop a working knowledge of some important economic concepts. The GeoGebra software is used to deepen the knowledge of the functions and to solve some of the problems.		
In the context of the optimal calculation , the aim is to solve economic problems in which the optimisation of a quantity (cost, time, distance, loss) is the objective. The translation of the various problems into the language of mathematics is demonstrated by means of examples taken from economic life, and guidance is given on how to solve them on the computer (GeoGebra, Excel solver). In particular, solving linear programming problems in this topic develops text comprehension, modelling skills and requires a sound knowledge of mathematics. Algorithmic thinking also plays an important role.		
Areas of competences to be developed, learning outcomes (based on the course's FAQ): The aim of the training is to train economic professionals who, with their knowledge of economics , applied economics and methodology , are able to understand, plan and analyse the economic relations of business organisations and their economic relations. The course develops students' knowledge of the mathematical methods that enable them to define mathematical models of different economic problems and to determine their solutions in the way they have learned. Students will be able to apply economic problem-solving techniques and select the appropriate problem-solving method, taking into account the conditions and constraints of its application. They will be able to draw independent conclusions and formulate observations using the methods learned. They can interpret the numerical results obtained in economic terms.		
Content of the subject: <ol style="list-style-type: none"> 1. What can geogebra do (Solving problems involving basic concepts of functional calculus for economics subjects in a "traditional" way and with GeoGebra! The aim is to systematically review the knowledge of the functions needed for university studies and to familiarise students with the GeoGebra mathematical software.) 2. Linear and second order functions in economic calculations (equilibrium point of supply and demand function; interpretation of parameters of functions describing economic phenomena; making forecasts; plotting functions and solving problems with GeoGebra.) 3. Financial calculations. Exponential and power functions in the description of economic and social phenomena (Interest rate, nominal and real interest rate, continuous interest rate, Euler's number, interpretation of the parameters of exponential functions describing economic and social phenomena, making forecasts; plotting the functions and solving problems with geogebra. Functions with integral and negative exponents.) 4. Concept of differential calculus, concept of a derivative function, application of derivation rules (illustrated with GeoGebra) 5. Application of derivation (frontier functions in economics, price elasticity of demand; solving problems also with GeoGebra) 6. Using derivatives to investigate the monotonicity of functions and the location of the extremal value. Solving textual economic problems. (Solving economic problems leading to extreme value calculation using derivatives and GeoGebra.) 		

7. **Different types of optimal solutions to linear programming problems.** (single solution, alternative optimum, objective function is not bounded on the set of possible solutions, there is no possible solution.)
8. **Modelling and solving LP problems using Solver** (manufacturing problem, mixing problem, cutting problem, backpack problem.)
9. **Solving modelling and LP tasks using Solver software** (set overlapping task, headcount scheduling task, assignment task, delivery task.)
10. **Systematic summary.**

Prerequisites:

High school mathematics, especially algebra and calculus. Basic computer skills.

Requirements, conditions for completing the unit (including, in the case of a colloquium, the list of items and the assessment criteria for the exam):

5ECTS:

Conditions for obtaining a signature:

1. The student must achieve at least 25% in both final papers.
2. You may miss up to 20% of the seminars.

Conditions for obtaining an examination mark:

The student must have a signature, and the colloquium paper must achieve at least a 50% pass mark.

(If the student has a signature, and the two final papers written during the semester and the assignments to be handed in together reach a 50% mark, the student may receive a mark.)

Part-time training:

5ECTS: To obtain an examination mark, the student must achieve at least 50% in the online written colloquium paper.

Evaluation:

Sufficient:

There are minor gaps in his algebraic and functional knowledge. In economic problems, he can only choose the right method and solve the problem with help. In simpler problems he can only partially or completely solve the problem. Difficulties in interpreting results □

Medium:

There are minor gaps in his algebraic and functional knowledge. Understands the concepts and relationships needed for analytical work and can usually select the appropriate solution method. Can interpret the results obtained. Not always able to solve the problem correctly. It is more difficult to grasp deeper relationships.

Good:

Good functional and algorithmic thinking, good algebraic skills. He is familiar with concepts, their meanings and the relationships between them. Usually uses mathematical methods correctly when solving problems. Can solve simple practical examples and interpret the results. With the knowledge acquired in this subject, he/she will be able to understand the mathematical background of economic subjects.

Jeles:

His functional and algorithmic thinking is excellent. Ability to understand and/or explore deeper connections. Can formulate problems in the language of mathematics and solve them.

For him, solving new problems can also lead back to solving known problems. You will be able to apply the knowledge you have acquired here to other subjects and subjects.

Department responsible for the subject: Department of Business and Management

Compulsory literature (5 items):

- Dr. László Csernyák: Analysis (Mathematics for business economists), Nemzeti Tankönyvkiadó, Budapest 2008.
- Ilona Szabó, Dr. Aranka Tóth: Analysis example book, Kodolányi János College 2005.
- Ilona Szabó: The example library and lecture materials uploaded to moodle (2020)
- Diána Fellner: Operational Research, Kodolányi János College, 2006.

- Ferenc Kovács - Gergely Kovács: Models and Solutions, Alfadat-Press Nyomdaipari Kft., Tatabánya, 2007.

Recommended literature (5 items):

- Barnabás Bárczy: Differential Calculus, Technical Book Publishing House, Budapest 2004.
- Obádovics J. Gyula - Szarka Zoltán: Higher Mathematics, SCOLAR Publishing House, Budapest 2009.
- Little Martha: Economic Mathematics I. Analysis, Educational Resources, Dr. TOP. KFT, Budapest 2009.
- Brunner Zsuzsanna - Kiss Márta - Kovács Gergely - Dr. Máté Marianna: Operational Research, Nagy Duó Bt., Tatabánya 2001

Responsible for the subject: Dr Kontó Gizella

Teachers: Katalin Németh, Ilona Szabó

4.6 Calculus for Business 2.

Subject name: Economic Mathematics 2.		Number of credits: 5	Code: GA113
Type of lesson: Presentation Seminar x Practice		Evaluation: Colloquium x Practical ticket Signature	
Location of the subject (semester): semester 2			
Frequency of publication of the subject: annually			
Language of instruction, if not Hungarian: -			
Prior learning requirements for the subject: -			
Subject classification: (compulsory, optional, compulsory elective): compulsory			
Timetable of the subject: http:			
<p>The aim of the subject: One of the basic aims of the course is to draw attention to the random processes that occur all the time in nature and in the economy, from dice rolls and sampling to stochastic fluctuations in product demand. At the beginning of the semester, the aim is to review the concepts of combinatorics, event algebra and classical probability learned in high school and to deepen the knowledge acquired earlier. Sampling is used to provide a theoretical background to the sampling procedures used in statistics. Discrete and continuous probability variables, and the differences and relationships between them, are a very prominent part of the curriculum. These are closely related to the sampling estimation and hypothesis testing used in statistics. Because of its connection to everyday life and statistics, we focus on the normal distribution. In this context, the most important task of the subject is to provide an exact mathematical foundation for Statistics 2. Conditional probability and expected value are also essential for learning the basics of game theory, decision analysis and decision trees, and in this context for understanding corporate decision strategies. Decision Analysis, Decision Trees and Game Theory focus students' attention on stochastic economic processes. In stochastic tasks, they should be able to distinguish between random events and possible courses of action. They should be able to determine the expected outcomes of possible actions - which are mostly cost, income, profit - and make the most optimal decision based on these. Students should have a high level of understanding of the concepts and theorems of mathematics in the field. The lessons will also introduce students to software suitable for probability calculation (Excel, GeoGebra).</p>			
<p>Areas of competence to be developed, learning outcomes (based on the course's FAQ): The aim of the course is to train economic professionals who, with their knowledge of economics, applied economics and methodology, are able to understand, plan and analyse business organisations and their economic relations.</p> <p>Knowledge: Acquire the knowledge to be able to</p> <ol style="list-style-type: none"> 1. gather basic information, use mathematical and statistical analysis methods, 2. communicate professionally and effectively, present data in tables and graphs, 3. give a mathematical model of the different optimisation problems and identify possible and optimal solutions in the way you have learned, 4. apply problem-solving methods that are fundamental to their field of expertise. <p>Ability to: Ability to apply economic problem-solving techniques and problem-solving methods, taking into account the conditions and limitations of their application. Draw conclusions and make observations independently using the methods learned. He/she can interpret the numerical results obtained in economic terms.</p> <p>Attitude: Be receptive to new information, new professional knowledge and new methodologies. Strive to develop their knowledge and to collaborate with their peers. Strive for lifelong learning.</p> <p>The responsibility of autonomy: Take responsibility for the analysis, conclusions and decisions made.</p>			
Content of the subject:			

5. Basic concepts of combinatorics (permutations, variations, combinations). Application of combinatorics in everyday life examples. Event algebra: concepts and types of events (elementary, impossible, certain, complex), operations with events. Complementary event. Complete event system.
6. Relative frequency. The concept of probability. Axioms of probability calculation. Probability theorems. Classical probability and its application to examples from everyday life. Resampling with and without resampling. Applications to product quality control. Relationships between samples.
7. Conditional probability: the concept of conditional probability, multiplication rule, the theorem of total probability, Bayes' theorem. Independent events. Independence of experiments. Bernoulli series of experiments. Acquisition of concepts through examples from everyday life.
8. Concepts and properties of discrete and continuous probability variables. Determination of point characteristics of discrete probability variables (expected value, standard deviation, mode) based on the probability distribution.
9. Notable discrete distributions and their applications (binomial, hypergeometric, geometric, Poisson distributions). Probability calculations through practical examples. Determination of point characteristics from the parameters of distributions (expected value, standard deviation, mode). Graphical illustration of distributions.
10. Density function of continuous probability variable, distribution function, graphical illustration. Determination of the expected value and variance of a continuous distribution from the density function. Notable continuous distributions: uniform, exponential, normal (standard normal) distributions. Probability calculations through practical examples.
11. Decision theory. The extreme optimist, the extreme pessimist, the mean, and the Bayesian criterion. The principle of missed gains, Hurwicz's method.
12. Decision tree. Representing possible decisions and random events using a decision tree. Decision making using the Bayesian criterion.
13. Game theory for zero-sum two-player games. Determining the optimal pure strategy. Determining optimal mixed strategy.

Theorems on distributions: the Chebyshev theorem, the law of large numbers for probability and expected value, the theorem on the central limiting distribution.

The pedagogical methods used in higher education:

Full-time: the new part of the curriculum is presented in a frontal lesson. The necessary knowledge is acquired through individual or pair work. The correct solution of the tasks is checked together. Depending on the subject, the solution of the problems can be 'traditional' paper-based solutions or computer-based (GeoGebra, Excel).

There are mid-semester exams to follow the curriculum.

In part-time training: consultation and problem-solving on a given topic.

Prerequisites:

High school mathematics, especially combinatorics and classical probability. Basic computer science.

Requirements, conditions for completing the unit (including, in the case of a colloquium, the list of items and the assessment criteria for the exam):

5ECTS:

Conditions for obtaining a signature

1. The student must achieve at least 25% in the final and/or report papers.
2. You may miss up to 2 seminar classes.

Conditions for obtaining an examination mark:

The student must have a signature, and the colloquium paper must always achieve at least 50%. If the student has a signature and the combined performance of the mid-term final and/or report papers reaches 50%, the student may be offered a grade.

Part-time: (student workload according to the number of credits*):

5ECTS:

Conditions for obtaining an examination mark:

The student's colloquium paper must achieve at least 50% of the mark.

Sufficient:

You have mastered the basic concepts of combinatorics and probability. Can solve simple combinatorial, sampling and semi-probability problems. He has difficulties in characterising stochastic phenomena in economic life with distributions. He also has problems with the interpretation of indicators. He does not grasp the more complex relationships that he has learned during the semester. He recognises the problem but cannot always model it mathematically. Minor weaknesses in algebraic knowledge. Can only partially or completely solve simpler problems.

Medium:

Understands the concepts of combinatorics, classical and conditional probability, but cannot apply them confidently in solving problems. Can understand the characterisation of random phenomena by distributions and can solve simple problems, especially in the field of discrete distributions. He cannot grasp deeper relationships. Can solve problems requiring complex solutions in some subjects. Knowledge of the mathematical models studied. Understands the relationship between the formulated practical problem and the mathematical model prescribed for it. Can interpret the results of the solution in an appropriate way.

Good:

Good combinatorial and logical thinking. He makes few mistakes in solving problems involving classical probability, conditional probability and discrete distributions. Ability to solve simple problems on continuous distributions. Can interpret the point properties of distributions. Has some problems understanding the relationships between discrete and continuous distributions. With the knowledge acquired in this subject, you will be able to understand related parts of statistics and economics. You will be able to translate problems encountered in practice into the language of mathematics. His/her algorithmic thinking will be well developed. He/she knows the solution procedure and can, in most cases, deduce each step of the solution procedure.

Jeles:

Excellent reading comprehension, situational awareness and combinatorial skills. When characterising random phenomena, he is able to distinguish sharply between discrete and continuous distributions. Correct interpretation of data in text. Accurate knowledge of the meaning and significance of individual indicators. He can relate the solution of problems new to him to the solution of problems already known. The knowledge acquired here will probably be put to good use in statistics and economics. He has an excellent understanding of problems and the methods used to solve them. He has a highly developed algorithmic thinking. Can formulate problems in the language of mathematics and solve them.

Department responsible for the subject: Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by 30): 5 x 30 = 150

Number of hours and details of tasks to be carried out outside contact hours:

The assignments are optional for the students. They count towards the evaluation of the student's semester work, and the points earned are added to the points earned for the final papers, reports or colloquium papers in case the student has not taken the course as an exam or a make-up course.

However, students are advised which of the exercises from the example list provided in the compulsory literature and the material uploaded to Moodle are recommended for successful completion of the exam.

Required reading:

Ilona Szabó: Probability Calculus, Kodolányi János College, 2005.

Ilona Szabó: Probability calculus example book, KJF, 2006.

Kinga Fellner Diána: Operational Research, KJF, 2006.

Brunner Zsuzsanna - Kis Márta - Kovács Gergely - Dr. Máté Marianna: Operational Research Exemplar, Dr. T. O. P. Kft., Budapest, 2004.

Recommended literature:

Dr. Csernyák: Probability Calculus, Nemzeti Tankönyvkiadó, Budapest 2007.

György Solt: Probability Calculus, Technical Book Publishing House, Budapest 2010.

Géza Denkinger: Probability Calculation Exercises, National Textbook Publishing House, Budapest 2005.

Gyula J. Obádovics, Probability and Mathematical Statistics, 4th edition, SCOLAR Publishing House, Budapest 2009.

Responsible for the subject: Dr Kontó Gizella

Teachers: Ákos Berta, Katalin Németh, Zoltán Sándor, Ilona Szabó

4.7. Statistics 1.

Subject name: Statistics 1.		Number of credits: 4	Code: GA114
Type of lesson: Presentation <u>Seminar</u> Practice		Evaluation: <u>Colloquium</u> Practical ticket Signature	
Location of the subject: 2nd semester			
Frequency of publication of the subject: spring semester			
Language of instruction: Hungarian			
Prior learning requirements for the subject: -			
Subject classification: compulsory			
Timetable of the subject: http:			
<p>The aim of the subject</p> <p>In this course, we will learn all the main descriptive statistical concepts, indicators, measures, tools and methods that are essential for all the subjects of the Economics vertical and Statistics 2.</p> <p>The aim is for students to be able to: 1. Independently select the methods needed to study economic and social phenomena, analyse different data in a simple way according to the desired criteria, and interpret the results; 2. Read and understand statistical literature, acquire specialised statistical knowledge (economic, business, financial statistics); 3. Understand the subject matter better, analyse data and discover new information by knowing the methods of statistical analysis in all subjects.</p>			
<p>Areas of competence to be developed, learning outcomes:</p> <p>The professional competences to be acquired, by profession:</p> <p>Bachelor of Business Administration and Management with a specialisation in economics Bachelor of Business Administration in Tourism and Hospitality Bachelor of Human Resources in Economics</p> <p>a) your knowledge</p> <ul style="list-style-type: none"> ● You will have mastered the basic theories and characteristics of the micro and macro levels of organisation of the economy, and will have mastered the basic methods of information gathering, mathematical and statistical analysis. ● You have mastered written and oral forms of professional and effective communication, as well as tabular and graphical ways of presenting data. ● You will have mastered the basic theories of the micro and macro levels of organisation of the economy, and will have mastered the basic methods of information gathering, mathematical and statistical analysis. ● Ability to work independently on literature. ● You will have mastered the basic theories and characteristics of the micro and macro levels of organisation of the economy, and will have mastered the basic methods of information gathering, mathematical and statistical analysis. <p>b) your skills</p> <ul style="list-style-type: none"> - Using the theories and methods learnt, you will discover facts and basic relationships, organise and analyse, draw independent conclusions, make critical observations, prepare proposals for decisions, and make decisions in routine and sometimes unfamiliar contexts, both national and international. - Present a professional proposal and position, professionally formulated from a conceptual and theoretical point of view, orally and in writing, in Hungarian, according to the rules of professional communication. - Ability to explore, organise and analyse facts and basic relationships, draw independent conclusions and make critical observations using the theories and methods learned. Ability to communicate conclusions and the knowledge and reasoning behind them clearly and unambiguously to both professional and lay audiences. - Using the theories and methods learnt, discover facts and basic relationships, organise and analyse, draw independent conclusions, make critical observations and decisions. - preparatory proposals. 			

c) attitude

- Receptive to new information, new professional knowledge and methodologies, open to taking on new tasks and responsibilities that require autonomy and cooperation. Seeks to develop his/her knowledge and working relationships and to cooperate with colleagues in this respect.

- It strives for lifelong learning in and outside the world of work.

- Receptive to new information, new professional knowledge and methodologies, open to taking on new tasks and responsibilities that require autonomy and cooperation. Seeks to develop his/her knowledge and working relationships and to cooperate with colleagues in this respect.

- It seeks to share professional results and proposals with those interested in the development of tourism and hospitality.

- Receptive to new information, new professional knowledge and methodologies, open to taking on new tasks and responsibilities that require autonomy and cooperation. Seeks to develop his/her knowledge and working relationships and to cooperate with colleagues in this respect.

d) its autonomy and responsibility

- Under general professional supervision, independently carries out and organises the tasks defined in the job description.

- It takes responsibility for its analyses, conclusions and decisions.

- As a member of projects, teams and departments, he/she carries out his/her tasks independently and responsibly.

- Under general professional supervision, independently carries out and organises the tasks defined in the job description. Independently organises the analysis of economic processes, the collection, collation and evaluation of data.

- You take responsibility for your analyses, conclusions and decisions.

- Under general professional supervision, independently carries out and organises the tasks defined in the job description. Independently organises the analysis of economic processes, the collection, collation and evaluation of data. Assumes responsibility for analyses, conclusions and decisions.

Specific requirements for compliance arising from competence development differences:

In the Bachelor of Business Administration and Management, the economist must meet 100% of the requirements.

In the Bachelor of Tourism and Hospitality, the economist must meet 90% of the requirements.

In the bachelor's degree in human resources, the economist must meet 80% of the requirements.

Content of the subject:

1. The division of univariate statistics, its role, its relationship with other disciplines. Data communication forms, statistical series and tables. Data collection, principles of recording, data sources. Data communication forms. Arranging and summarising data, data communication methods, constructing tables, constructing combinatorial tables. The role of statistical software packages in data processing.
2. Basic concepts of statistics. Object and role of statistics. Quantity, covariates, data, errors, grouping, comparison. Types of statistical series and simple ways of analysing them. The role of ratios in economic and social analysis. Distribution, coordination, dynamic, intensity ratios. Special averages and their role in economic analysis. Arithmetic, geometric, harmonic, quadratic averages.
3. Analysis by quantitative criteria. Types of quantitative series and analysis options. Frequency, relative frequency, cumulative frequency, relative frequency, value sum rows. Concentration analysis. Lorenz curve.
Representation of frequency series. Stick diagram, histogram, polygon, split bar charts. Data visualisation, types of graphs, graphical analysis. Visualisation of statistical series in several ways. Comparing the information content of different types of graphs.
4. Position indicators. Average, mode, median, quartiles. Dispersion indicators. Dispersion spread, mean deviation, standard deviation, mean difference, relative standard deviation. Measures of asymmetry. Pearson, F indicators.
5. Age series analysis. State, duration time series, base and chain ratios, graphical representation, rate and extent of change, chronological average. Interpretation of time series, base and chain ratios of the CSO.
6. Analysis by two criteria. Analysis of simple and grouping tables. Raw, purified intensity ratios, dynamic intensity ratios. Partial, complex ratios. Graphical representation. Preparation, analysis and presentation of grouped data.
7. Bivariate analysis. Combination tables. Types of relationships between criteria, types of stochastic relationships. Association relationship, mixed relationship, correlation relationship, independence of criteria, khi-square, Cramer's indicator, Chuprov's indicator, Yule's indicator. Relationship analyses, interpretations, exploration of cause and effect.

8. Mixed relationship and correlation analysis. Scatter-squared decomposition method, scatter (H) and scatter-squared ratio. External variance, internal variance, total variance, external variance-squared, internal variance-squared, total variance-squared. Linear correlation coefficient, correlation, coefficient of determination. Relationship analyses, interpretations, exploration of cause and effect.
9. Standardisation. Difference resolution, quotient resolution. Difference in main averages, difference in partial effects, difference in composition effects, main average index, partial effect index, composition effect index. Demographic comparisons, causes of change in intensity ratios (e.g. average wage).
10. Value, price and volume indices. Laspeyres, Paasche, Fischer indices. Weighting of indices, aggregate and average forms of indices. Differences of aggregates. Correlations in index calculation, purchasing power parity, inflation. Index series. Base and chain index series, constant and variable weight index series, price index series, volume index series, value index series. Product, service prices, sales, changes in income. Consumer price index - calculation.

The pedagogical methods used in higher education:

Contact-hour traditional lectures with eLearning materials. Individual or group work on digital learning material.

Presentation of statistical software packages, use of computer programs at individual level.

Project tasks, written and oral presentation of statistical analyses.

Full-time written mid-term examinations.

Prerequisites:

The course builds on the mathematical knowledge acquired in secondary school.

Requirements, conditions for completing the unit:

Full-time (student workload according to the number of credits*): 2ECTS or 3ECTS:

To obtain a signature in *the full-time* course, you need to log in to the Moodle platform of the course and attend classes.

It is possible to obtain a mark on the basis of your performance during the semester (2 final papers and the Assignment). The assessment of the mark is the same as in the Assessment in the section below. If you fail to obtain a mark, you can complete the course as follows (just as in correspondence or distance learning):

Essay to be submitted (not compulsory, plus 15 points). *Written examination* (compulsory, plus 100 points).

The scores are added together.

Part-time: (student workload according to the number of credits*): 2ECTS or 3ECTS:

For correspondence and distance learning, the signature is obtained by logging in to the Moodle platform of the course.

Essay to be submitted (not compulsory, plus 15 points). *Written examination* (compulsory, plus 100 points).

The scores are added together.

Evaluation:

The percentage limits are based on the 100 points of the compulsory colloquium, as the To be submitted is not compulsory.

Unsatisfactory: (below 50%)

There are fundamental gaps in the knowledge of the curriculum. Cannot apply statistical formulae, cannot distinguish between different types of problems. Written answers are disorganised, incoherent, use of formulae and methods is incomplete and/or inappropriate.

Sufficient: (50%-62%)

Sufficient knowledge to list the concepts learnt, able to solve simple examples but not more complex problems. He is more or less successful in finding the right statistical method, but is not able to solve and interpret the problem in a complex way.

Medium: (63%-75%)

Able to use most of the material, understand the content behind concepts, have good example-solving skills on the topics learnt/understood. At the same time, he/she does not fully use the methodology learnt, the presentation of the context is less fluent and the interpretation of tasks is incomplete or incorrect.

Good: (76%-88%)

Good problem and situational analysis, recognition and use of statistical/professional tools for solving a given topic or task. However, the analysis and textual evaluation of the solved problem shows weaknesses, the practical application is not error-free or the preparation is incomplete.

Important: (over 88%)

He/she is able to demonstrate a high level of theoretical knowledge, to solve problems and problems without errors, to see connections and to explain them with diagrams and analyses. Written professional communication is impeccable. Transposes methodological knowledge into the daily analysis, understanding and reflection of economic life.

The department responsible for the subject:

Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 60

Number of hours and details of tasks to be carried out outside contact hours:

Preparation for final examinations in full-time (max. 45 hours), which allows a maximum of 100 points.

Preparation for a written colloquium (max. 45 hours), full-time - correspondence - distance learning, which can earn a maximum of 100 points.

Completion of an assignment (max. 15 hours) in full-time - correspondence - distance learning, which adds 15 points to the points obtained in the final examination or written examination.

The examination mark (examination mark offered in full-time) is the combined result of the assignment to be submitted and the written examination (written tests in full-time).

Compulsory literature (5 items):

- <http://moodle.kodolanyi.hu/>, Statistics 1.
- Gizella Kontó: Statistics I., Kodolányi János College, 2002.
- Géza Kovács: Statistics Exemplar I., KJF, 2002.
- Gizella Kontó: Collection of formulae and distribution tables in statistics, Kodolányi János College, 2004.

Recommended literature:

- Györgyné Kerékgyártó - György Mundrúczó: Statistical methods in economic analysis. Aula Publishing House, 2001

Responsible for the subject:

Kontó Gizella dr.

Trainers:

Gizella Kontó dr., Ilona Kraszkó Krajcsóné

4.8 Innovation Management

Subject name: Innovation Management	Number of credits: 5	Code: GA127
Type of lesson:	Evaluation:	
Presentation	Colloquium X	
Seminar X	Candidate essay	
Practice	Small group exercise	
Curricular location of the subject (semester): according to the model curriculum		
Frequency of publication of the subject: every semester (in the autumn and spring semesters of the cross-semester courses)		
Language of instruction, if not Hungarian: -		
Subject classification: (compulsory, compulsory optional, optional): compulsory		
Timetable of the subject: http:		
<p>The aim of the subject: The aim of the course is to introduce students to innovation and its management as a way of gaining and maintaining a sustainable competitive advantage. To master some of the group brainstorming techniques and to learn about the characteristics of organisations that support innovation and the factors that inhibit the innovative thinking of their employees.</p> <p>Based on the knowledge of the course material and the classroom exercises, students should be able to carry out an innovation management process.</p>		
<p>Areas of competence to be developed, learning outcomes (based on the course's FAQ):</p> <p><i>knowledge</i> You know the basic features of innovation management. Knowledge of the broad concepts and context of innovation management. Understands the basic concepts, behavioural and decision-making mechanisms. Recognises and understands the drivers of innovation management processes in theory and in real-life situations.</p> <p><i>skills</i> The ability to use the theories and methods learnt to explore, organise and analyse facts and basic relationships, and to draw independent conclusions and critical comments. Ability to identify the complex consequences of innovation management processes and to draw independent conclusions from a real innovation management situation.</p> <p><i>attitude</i> Receptive to new information, new professional knowledge, open to new tasks and responsibilities that require autonomy and cooperation. Pursues lifelong learning, both in and outside the world of work.</p> <p><i>autonomy and responsibility</i> Under general professional supervision, independently carries out and organises the tasks described in the job description. Assumes responsibility for the analyses.</p>		
<p>Content of the subject:</p> <ol style="list-style-type: none"> 1. Introduction. What is this subject about? 2. The concept of innovation 3. The process of innovation 4. Types of innovation 5. The innovative organisational culture 6. The concept and characteristics of creativity 7. Characteristics of effective leadership 8. Leadership support in the process of creativity and innovation 9. The psychology of change. Leadership support during change 10. Group creativity technique I. 11. Group creativity technique II. 12. Summary, conclusion 		
<p>The pedagogical methods used are: lectures, explanations, video analysis, pair and group exercises in class, termly assignment.</p>		
<p>Prerequisites: see above</p>		

Requirements, conditions for completing the unit (including, in the case of a colloquium, the list of items and the assessment criteria for the exam):

Full-time training (student workload according to the number of credits*):

5ECTS: 60 contact hours (30 theory and 30 practical). Attendance is compulsory, with an unexcused absence possible for 20% of the classes. 90 hours of independent work at home: learning of theoretical material, preparation for the exam, home practice of computational exercises.

College examination items: topics that appear in the weekly breakdown.

Part-time: (student workload according to the number of credits*):

5ECTS: Correspondence: 18 contact hours (9 theory and 9 practical). 132 hours of independent homework. Distance learning: 12 contact hours (6 theory, 6 practical). 138 hours of independent work at home. Content of homework: learning of theoretical material, preparation for the exam, home practice of computational exercises.

College examination items: topics that appear in the weekly breakdown.

Evaluation:

Satisfactory: if the student shows particular deficiencies in the use of concepts and contexts, if he/she answers 51-70% of the questions in the colloquium or in the final examination.

Medium: if unsure of concepts and contexts but able to report performance between 71% and 80%.

Good: if the student shows minor deficiencies in the knowledge of concepts and theories, is able to give an account of what has been learnt in class, and performs 81-90%.

Distinctive: if the student is able to apply the knowledge gained in the studio in a nuanced and multi-disciplinary way. He/she is able to interpret what is read in the compulsory literature and what is said in class, his/her critical thinking is demonstrated in the colloquium, and his/her performance is between 91-100%.

The department responsible for the subject:

Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 150

Number of hours and details of tasks to be carried out outside contact hours:

Independent review and processing of theoretical material, preparation for exams.

Required reading:

- Lecture notes
- Handouts handed out in class
- Norbert Buzás: Innovation Management in Practice Akadémia Könyvkiadó, Budapest 2007
- Csath: Competitiveness Management, National Textbook Publisher, 2010.

Recommended literature:

- Current articles in the weekly newspapers Világgazdaság and Figyelő

Responsible for the subject: Dr. Szilárd Malatyinszki

Teacher: Tibor Sebestény

4.9. Financial Economics

Subject name: Finance		Number of credits: 6	Code: GA132
Type of lesson:	Presentation X Seminar X Practice	Evaluation:	Colloquium X Practical ticket Signature
Location of the subject (semester): semester 4			
Frequency of publication of the subject: annually			
Language of instruction, if not Hungarian: -			
Prerequisites for the course: microeconomics, macroeconomics,			
Subject classification: (compulsory, compulsory optional, optional): compulsory			
Timetable of the subject: http:			
The aim of the subject			
<p>The student should be familiar with the specific features of the financial market, the subject of money market bargaining, including basic financial concepts, relationships and financial calculations. On the basis of the knowledge acquired, they should be able to understand financial processes and analyse the various financial situations in the life of a company.</p>			
Areas of competence to be developed, learning outcomes			
(based on the competence table of the course)			
<ul style="list-style-type: none"> - the Training and Learning Outcomes Requirements (TOR), - the European Qualifications Framework (EQF), - the Hungarian Qualifications Framework (MKKR) - the Higher Education Qualifications Framework (HEQF) based on the sectoral descriptions:			
KKK: http://njt.hu/cgi_bin/njt_doc.cgi?docid=102184.263634			
ECHR: https://www.oktatas.hu/pub_bin/unios_projektek/tamop318_minosegfejl/oktatashu_ekkr_szintleiras.pdf			
MKKR: http://jogszabalykereso.mhk.hu/cgi_bin/njt_doc.cgi?docid=151757.605035			
FKKR: www.413.hu and http://moodle.kodolanyi.hu/course/view.php?id=13466			
<p>Knowledge of basic financial concepts, the behaviour and decision-making mechanisms of financial market players, and the ability to recognise these behaviours independently. Ability to identify and understand financial market processes, to understand the drivers of these processes and to make informed decisions based on calculations in a variety of real-life situations.</p>			
Content of the subject:			
from the birth of money to modern money			
<ul style="list-style-type: none"> ● The emergence of money ● The appearance of the deputy cashiers ● Grasham's Law ● The declining monetary role of gold ● Peel's Law ● Market and redistribution 			
Literature:			
Hungarian, G. (2007): Financial navigator. Student Szakkönyvüzlet Kft., Budapest, pp. 13-33.			
Lecture notes and exercise material			
2. Modern money			
<ul style="list-style-type: none"> ● Commercial banks ● Central bank 			

- The ways of creating modern money.

Literature: Magyar, G. (2007). Student Szakkönyvüzlet Kft., Budapest, pp. 35-60.

Lecture notes and exercise material

3. Monetary and fiscal policy

- Monetary policy instruments
- The demand for and supply of money
- Say-dogma
- Regulation of the money supply in the economy
- Structure of the public finance system
- Central, revenue and expenditure side of the central budget
- Instruments and mechanisms of intervention in economic processes

Literature:

Hungarian, G. (2007): Financial navigator. Student Szakkönyvüzlet Kft., Budapest, pp. 61-83.

Lecture notes and exercise material

4. Exchange rates, foreign exchange regime, foreign exchange policy

- Theory of exchange rates
- The gold monetary system
- The gold standard
- The gold foreign exchange system

Literature:

Hungarian, G. (2007): Financial navigator. Student Szakkönyvüzlet Kft., Budapest, pp. 103-138.

Lecture notes and exercise material

5. The European Monetary System

- EMS (European Monetary System)
- ECU and the euro

Literature:

Hungarian, G. (2007): Financial navigator. Student Szakkönyvüzlet Kft., Budapest, pp. 103-138.

Lecture notes and exercise material

6. Financial intermediation and its institutions

- Securities
- Primary and secondary market
- Direct and indirect financial intermediation
- Commercial banks
- Insurance companies
- Investment funds

Literature:

Hungarian, G. (2007): Financial navigator. Student Szakkönyvüzlet Kft., Budapest, pp. 139-178.

Lecture notes and exercise material

7. The stock exchange

- The development of stock exchanges
- The advantages and disadvantages of a company's presence on the stock exchange
- Stock exchange and OTC market
- Settlement of stock exchange transactions
- Stock market indices

Literature:

Hungarian, G. (2007): Financial navigator. Student Szakkönyvüzlet Kft., Budapest, pp. 179-193.

Lecture notes and exercise material

8. Investment decision principles, specific cash flows

- The time value of money
- Net present value
- The impact of risk
- Perpetuities
- Annuity

Literature:

Hungarian, G. (2007): Financial navigator. Student Szakkönyvüzlet Kft., Budapest, pp. 197-214.
Lecture notes and exercise material

9. Evaluation of investment decisions

- Net present value of investments
- Static and dynamic indicators

Literature:

Hungarian, G. (2007): Financial navigator. Student Szakkönyvüzlet Kft., Budapest, pp. 215-222.
Lecture notes and exercise material

10. Bonds, shares, yields

- Bond prices
- The Hungarian bond market
- Classification of bonds
- Shareholders' rights
- Classification of shares
- The share price

Hungarian, G. (2007): Financial navigator. Student Szakkönyvüzlet Kft., Budapest, pp. 223-273.
Lecture notes and exercise material

By correspondence and distance learning (based on the literature specified for full-time courses):

1. consultation

The evolution of money. Modern money. Monetary and fiscal policy.

2. consultation

Foreign exchange rates, foreign exchange regimes, foreign exchange policy. Financial intermediaries. Stock exchange.

3. consultation

The principle of the time value of money and various calculations based on it. Special flows of money. Valuation of investments.

The pedagogical methods used in higher education:

Daytime: lecture followed by small group activities. The small group session will be followed by a lecture. Continuous debriefing of theoretical and computational problems.

Part-time: lecture, supplemented by independent preparation by students. Examination by lecturers, supplemented by an oral presentation.

Prerequisites:

Microeconomics, Macroeconomics, basic mathematics and statistics

Requirements, conditions for completing the unit (including, in the case of a colloquium, the list of items and the assessment criteria for the exam):

Full-time training (student workload according to the number of credits*):

6ECTS:

Conditions for obtaining a signature

Full-time:

1. The student must achieve a minimum of 25% in both of the two written final papers.
2. A minimum of 40% performance in the assignments or oral reports to be submitted. The assignment can be classwork, homework, project work.
3. You may miss up to 20% of the seminars.

Conditions for obtaining an examination mark:

The student must have a signature, and the colloquium paper must achieve at least a 50% pass mark.

(If the student has a signature, and the two final papers written during the semester and the assignments and reports submitted together reach the 50% mark, the student may receive a mark.)

Part-time: (student workload according to the number of credits*):

6ECTS:

In order to receive an examination mark, the student must achieve at least 50% in the colloquium.

Evaluation:

0 - 49 % - insufficient

50 - 62 % - sufficient

63 - 75 % - medium

76 - 88 % - good

89-100 % excellent

Sufficient:

Generally reproduces and interprets financial concepts well, has a general knowledge of the financial market and economic processes studied, but has a poor understanding of the interrelationships. He can describe the behaviour of economic agents, but his understanding and independent application of the models describing them is poor.

Medium:

They are familiar with the financial concepts they have learned, they know the financial market and economic processes they have studied and recognise them independently, but they have some gaps in their understanding of the context. Can describe the behaviour of economic agents adequately, but often has problems in interpreting and applying the models describing them independently.

Good:

Reproduces and interprets financial concepts to a good standard, knows and recognises the financial market and economic processes studied, and understands the interrelationships. The behaviour of economic agents is presented to a good standard and the behavioural models describing them are applied with minor deficiencies

Jeles:

It gives a high level account of the financial concepts covered. He/she is fully aware of the financial market and economic processes studied, and understands the interrelationships perfectly. The behaviour of financial market participants is presented to an excellent standard, and the behavioural models describing them can be fully applied and interpreted through examples.

Department responsible for the subject: Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by 30): 180

Number of hours and details of tasks to be carried out outside contact hours:

Full-time students are given a computational problem to solve and submit independently on a topic. By the end of the semester, they will also have to work on a financial topic of their choice, on which they will have to prepare a report and a presentation. The computational exercises and the development of the financial topic will account for 15-15% of the points available for the semester. In order to obtain a mark of at least 40 % in both parts of the assignment.

For correspondence and distance learning students, there are assignments to be submitted for those who have passed the sample curriculum. Completion of the assignments is not a prerequisite for the exam, but the marks awarded for the solutions will count towards the exam result.

Required reading:

Magyar Gábor (2007): Financial navigator. Student Fachbuchüzlet Kft., Budapest.

Gyula Zeller - Zoltán Koltai (2017.): Financial Basics. Metamédia Bt., Pécs.

Klára Katona (2018): The functions of the financial intermediation system. Wolters Kluwer

<https://mersz.hu/a-penzugyi-kozvetitorendszer-funkcioi/>

Recommended literature:

György Jaksity (2003). Alinea Publishers, Budapest, Hungary.

András Vígvári (2004). KJK-KERSZÖV, Budapest <https://mersz.hu/vigvari-penzugyrendszer/>

Lentner Csaba (ed.) (2007) Financial Policy Strategies at the Beginning of the 21st Century, Akadémiai Kiadó, Budapest

Erdős Mihály- Mérő Katalin (2016):Financial Intermediation Institutions. Akadémiai Kiadó
<https://mersz.hu/erdos-mero-penzugyi-kozvetito-intezmenyek//>

Responsible for the subject: Dr Mile Csilla

Teachers: Magdolna Lukács, Ilona Szabó

4.10. HRM and Knowledge Management

Subject name: Human resources and knowledge management		Number of credits: 4	Code: GA134
Type of lesson: <u>Presentation</u> <u>Practice</u>	Evaluation: <u>Colloquium</u>		
Curricular location of the subject (semester): according to the model curriculum			
Frequency of publication of the subject: according to the model syllabus, every semester			
The language of instruction, if not Hungarian:			
Prior learning requirements for the subject: according to the model syllabus			
Subject classification: (compulsory, compulsory optional, optional): compulsory			
Timetable of the subject: http:			
<p>The aim of the subject: The aim of the course is to familiarise students with the most important resource in the economy and its potential uses for economic purposes, bearing in mind the needs of today and the challenges of the 21st century. We will seek answers to how to ensure the most efficient and effective use of employees to achieve high levels of organisational and individual objectives. The studies will make students aware that sustainable competitive advantage is inconceivable without well-trained human resources. The seminars aim to explore the link between theoretical knowledge and practical experience.</p>			
<p>Areas of competence to be developed, learning outcomes (based on the competence matrix of the course):</p> <p>Knowledge: The student knows the processes and functions of human resource management.</p> <p>Capability: The student is able to apply theoretical knowledge in practice, to organise company processes into a system and to control processes.</p> <p>attitude: The student will strive to develop personal qualities for effective human resource management.</p> <p>autonomy, responsibility: By exploring the processes at work, the student will recognise the importance of independent decision-making, the need for effective collaboration, the role of effective working and responsibility.</p>			
<p>Content of the subject:</p> <ol style="list-style-type: none"> 1. The concept of human resources, their role in society 2. Factors that determine human resource management 3. Equal opportunities at work 4. Job analysis, planning, evaluation 5. Workforce and career planning 6. Recruitment and selection 7. Application and insertion 8. Performance assessment 9. On-the-job training and development 10. Incentives and remuneration 11. Information system for human resources management 			
<p>The pedagogical methods used in higher education: Active participation in the presentations. Interactive group work on the theory. Case study formulation, identification of good practices, presentation, exploration of relevant literature.</p>			
Pre-study conditions: -			
<p>Requirements, conditions for completing the unit (including, in the case of a colloquium, the list of items and the assessment criteria for the exam): Assessment: exam</p> <p>Satisfactory: if the student shows particular deficiencies in the use of concepts and contexts, if the case study is not very technical, the processes described are not realistic, there is no link between theory and practice, and the performance is 51-70%.</p> <p>Medium: if you are unsure of concepts and context, your performance will be between 71-80%.</p>			

Good: if the student shows minor deficiencies in the knowledge of concepts and theories, but is able to give an account of what has been learned in class, his/her performance is 81-90%.

Distinctive: when the student is able to apply the knowledge gained in a nuanced and multi-dimensional way. Can interpret what has been read in the compulsory literature and what has been said in class, demonstrates critical thinking, case study reflects relevant practical experience, performance between 91-100%.

The department responsible for the subject:

Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 150

Number of hours and details of tasks to be carried out outside contact hours:

Literature collection, individual study, interview, assignment, case study, identification and documentation of good practices, self-evaluation, peer evaluation of presentations.

Required reading:

n Juhász and Marianna Matiscsákné Lizák (2013). Online: [http:](http://)

onné Karoliny, József Poór (2017). Wolters Kluwer, Budapest.

mmended literature:

ea Bencsik (2016): labour market expectations versus knowledge management. Online: [http:](http://)

Responsible for the subject: Dr. Dancsó Tünde

Teacher: Dr. Tünde Dancsó, Dr. Szilárd Malatyinszki

4.11. Decision Theory and Methodology

Subject name: Decision Theory and Methodology Number of credits: 5 Code: GA135	
Type of lesson: Presentation <u>Seminar</u> Practice	Evaluation: Colloquium <u>Practical ticket</u> Signature
Curricular location of the subject (semester): according to the model curriculum	
Frequency of publication of the subject: according to the model curriculum	
The language of instruction, if not Hungarian:	
Prior learning requirements for the subject: according to the model syllabus	
Subject classification: (compulsory, compulsory optional, optional): compulsory	
Timetable of the subject: http:	
The aim of the subject The aim of the course is to introduce students to the theory, basic concepts and process of optimal decision making, the logic of individual and group decisions. They should be able to manage decisions, to process information during the decision-making process, and to consider the choices between possible alternatives. Know and be able to apply different decision-making techniques and tools, quantitative, analytical and strategic decision support methods.	
Areas of competence to be developed, learning outcomes (based on the competence matrix of the course): a) Knowledge: The student will be familiar with the statistical methods needed to identify problems, relevant information collection, analysis and problem solving methods. b) Skills: The student will be able to effectively apply written and oral communication tools for decision making, and to use them in a conscious and professional manner. c) Attitudes: The student is proactive and open to new ideas in the field of decision theory. d) Autonomy and responsibility: The student, after having mastered the subject, will carry out a detailed independent analysis based on what has been learnt, will show basic correlations and draw independent conclusions.	
Detailed content of the subject: Theory of problem solving <ul style="list-style-type: none"> • The essence of problem solving • Identifying the problems • Types of problems • The stages of decision-making <ol style="list-style-type: none"> 1. Decision theory approaches, trends <ul style="list-style-type: none"> • The interdisciplinary framework of decision theory • Decision-theoretic approaches • Theory of optimal and satisficing decisions 3. The theory of bounded rationality <ul style="list-style-type: none"> • Well and poorly structured decision situations • The processing of information 4. Creative decision-making <ul style="list-style-type: none"> • Creativity • Non-creative decision theory methods 5. The psychology of decision-making <ul style="list-style-type: none"> • Making correct judgements • Normative and descriptive theory of probability • Heuristics 6. Knowledge management <ul style="list-style-type: none"> • Levels of knowledge • Categories, dimensions 	

- Strategy, structure
 - Organisational culture
7. Group decision-making
 - Group standards, conformity
 - Group structure
 - Intra-group communication
 - Features of group decision-making
 8. Conflict theory
 - Characteristics and causes of conflicts
 - The trial
 9. Social choices
 - Theories of social choice
 - Individual preferences
 - The problem of collective action
 10. Culture and decision theory
 - The link between culture and organisational behaviour
 11. Decisions and ethics
 - Normative and descriptive ethical models
 - Stakeholders affected by the consequences of decisions
 12. Risk
 - Definitions of risk
 - Social conflicts
 13. Decision theory methodology
 - Normative and descriptive ordering models
 - Quantitative methods in normative decision theory

The pedagogical methods used in higher education:
 lecture, formulating questions, discussing case studies, self-evaluation, peer evaluation, writing a paper, interpreting literature, choosing literature

Pre-study conditions: -

Requirements, conditions for completing the unit:
 Lecturing during the day, active participation in classes
 For exam or supplementary course students: essay to be submitted
 For students following an individual study plan: essay to be submitted

Evaluation:
 0-50% unsatisfactory: not able to apply at least half of the theoretical material correctly.
 51-61% Satisfactory: at least half of the theoretical material is applied correctly. Describes the concepts learned in a definitive way. Basic data and simple examples are presented, but they do not form a system and do not allow for complex interpretation.
 62-74% medium: In professional communication, the ability to use the acquired nomenclature at an average level, to understand the content behind the concepts, to support the phenomena discussed with appropriate examples and data, to present the context in an incomplete way, not to form a complex system.
 75-85% good: Able to give an independent, logically structured account of theoretical knowledge, using appropriate concepts, examples and data. Uncertain in interpreting systems and applying theoretical knowledge in practice.
 86-100% A+: Demonstrates a high level of application of theoretical knowledge, ability to make connections, confident professional communication, ability to justify written statements with relevant data.

Department responsible for the subject: Department of Business Administration and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 150

Number of hours and details of tasks to be carried out outside contact hours:
 Processing of literature
 Preparing a decision-theoretic case study based on the requirements for the task description

Required reading:
 Lecture notes
 Zoltayné Paprika Zita (2005). Alinea Publishing House, Budapest.

Recommended literature:
 László Mérő (1996): Everybody is the same, Tericum Publishing House, Budapest
 László Mérő (2001) New Minds, Tericum Publishing House, Budapest

Responsible for the subject: Dr. Dancsó Tünde
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Teacher: Dr. Dancsó Tünde

4.12. Management of Value Creating Processes

Subject name: Value creation process management	Number of credits: 5	Code: GA136
Type of lesson: <u>Presentation</u> Seminar Practice	Evaluation: Colloquium <u>Practical ticket</u> Signature	
Curricular location of the subject (semester): according to the model curriculum		
Frequency of publication of the subject: according to the model curriculum		
The language of instruction, if not Hungarian:		
Prior learning requirements for the subject: according to the model syllabus		
Subject classification: (compulsory, compulsory optional, optional): compulsory		
Timetable of the subject: http:		
<p>The aim of the subject The aim of the course is to provide a theoretical overview of the management and organisation of business and organisational functional areas and to learn the related practical techniques and elementary calculation procedures.</p>		
<p>Areas of competence to be developed, learning outcomes (based on the competence matrix of the course):</p> <p>a) knowledge Knowledge of the value creation processes, the characteristics of production and service, the concept of the enterprise and enterprise activity management; the processes of enterprise operation; competitive strategies, the role of quality management.</p> <p>b) skills Ability to characterise value-creating processes and identify the links between processes.</p> <p>c) attitudes It seeks to map processes at the systemic level.</p> <p>d) autonomy and responsibility You think responsibly about the activities of a company. Explore the ethical characteristics applied in the value creation process of the company.</p>		
<p>Content of the subject:</p> <p>1. Introduction, general concepts The concept of the enterprise and enterprise activity management; the processes of enterprise operation; the processes of value creation; competitive strategies in production.</p> <p>2. Supply chain management. Production planning. Procurement management. The functions of procurement, its relation to the company's activities; The place of procurement in the organisation; Buyer-supplier relations.</p> <p>3. Marketing management. Buyer, customer value, customer management; nature of demand, forecasting, management.</p> <p>4. Technology</p> <ul style="list-style-type: none"> • Management of innovation processes. • The concept, types and categories of innovation; • the link between innovation and market competition; • product and production development. <p>5. The production and service</p> <ul style="list-style-type: none"> • Aggregate design. design methods; models; • the content and basis of aggregate planning. • Process development. • Inventory management. • The concept and classification of stocks; inventory management systems; inventory decisions. <p>6. Transport, freight</p> <ul style="list-style-type: none"> • Management of distribution. • Strategic issues in distribution; planning methods in distribution; operational elements of sales and distribution. <p>7. Facilities management.</p>		

Location and equipment of facilities; strategic framework for the information system; the role of information in value measurement processes.

8. Logistics services, logistics

- Product and service production processes.
- The flow process;
- the supply chain processes;
- the interaction between the actors in the process.

10. Cost management; the process of value creation and money;

- cost information; new techniques for value creation
- Performance measurement.
- The role of performance measurement; factors affecting performance;
- performance measurement methods;
- design and operation of the performance measurement system.
- Types and uses of performance indicators;

11. Quality management

Operation of quality management systems

The pedagogical methods used in higher education:

presentation, interactive discussion, brainstorming, benchmarking, small presentation, self-assessment, peer review, interpretation of economic processes

Prerequisites:

Enrolment in the subject does not require prior completion of a BA course.

Requirements, conditions for completing the unit (in the case of a colloquium, a list of items and the assessment criteria for the exam)

Evaluation:

Satisfactory: The student has a minimum level of knowledge of EU current affairs, but shows great deficiencies in the use of concepts and contexts.

Medium

The student is uncertain in the use of concepts and contexts, but is able to give an account of them, and is aware of the linguistic and communicative standards of the profession.

Good:

The student has only minor gaps in their knowledge of concepts and theories, and is not only able to give an account of what they have learned in class, but also to integrate it with other knowledge.

Jeles

The student will be able to apply and synthesise the knowledge acquired in the studio in a nuanced and multi-perspective way, with a critical vision.

The department responsible for the subject:

Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 150

Number of hours and details of tasks to be carried out outside contact hours:

- Processing literature
- Choice of a topic, presentation
- Presentation of the thesis topic in a Moodle forum
- Preparing and presenting an essay on the value creation processes of a company

Required reading:

Krisztina Demeter (2014) Production, Service, Logistics - The Processes of Value Creation Wolters Kluwer, Budapest.

Recommended literature:

Krisztina Demeter (1999). From the theoretical foundations to daily practice. Aula Publishing House, Budapest.

László Hajós, Miklós Pakurár and Csaba Berde (2007) Organisation and logistics. Szaktudás Kiadó, Budapest.

Zoltán Szegedi and József Prezenszki (2003). Kossuth Publishing House, Budapest. Online: <https://>

József Vörös (2018). Production and Management of Product and Service Management, Budapest, Hungary. Online: <https://>

Responsible for the subject: ...

Teachers: Dr. Dancsó Tünde

4.13. Business Communication

Subject name: Business Communication		Credit number* 4	Code: LGA147
Type of lesson: Presentation Seminar <u>Practice</u>		Evaluation: Colloquium <u>Practical ticket X</u> Signature	
Location of the subject (semester): 4.			
Frequency of publication of the subject: spring semester			
Language of instruction, if not Hungarian: -			
Prior learning requirements for the subject: -			
Subject classification: (compulsory, optional, compulsory elective): compulsory			
Timetable of the subject: http:			
<p>The aim of the subject</p> <ul style="list-style-type: none"> To introduce students to the importance, process and main principles of communication, and to familiarise them with communication situations that they will encounter in their future work, both interpersonal, group and organisational. To provide students with support to develop their self-awareness and communication skills. <p>Areas of competence to be developed, learning outcomes</p> <p>The course provides knowledge and helps to prepare for future professional activities by transferring knowledge and shaping attitudes. To provide the basis for confident action in the workplace, in organisations and in society. To raise awareness of the importance of personal and social competences (self-awareness, empathy, relationship building, conflict management, influencing), cultural awareness and expression</p> <p>Students will learn some techniques not only on a theoretical level but also on a practical level. The development objective is to be able to use what they have learned in their work. An important objective is to develop the ability to give a confident presentation.</p> <p>Content of the subject:</p> <p>The course material covers the topics corresponding to the focus of the subject. The knowledge to be acquired is based on the slides and the compulsory literature provided. The material also includes relevant content of presentations prepared by students. In detail</p> <ul style="list-style-type: none"> Basic concepts and theories of communication. The communication process and factors influencing its success. Characteristics of verbal and non-verbal communication. Personality and communication styles SIZE process personality and communication style model Emotional intelligence Self-awareness, empathy and feedback. Types and process of business negotiations. Preparing for the trial The trial process Intercultural communication Business protocol Making and delivering presentations The psychology of first impressions Factors affecting communication. The mechanism of communication. Negotiation as a specific form of direct human communication <p>The pedagogical methods used in higher education:</p> <p>Contact hour traditional lectures with presentation material. Individual or group work on the course material. Preparing and delivering a stand-alone presentation, confident use of presentation tools. Project assignments, written and oral presentations. Full-time written mid-term examinations.</p>			

Prerequisites:

The knowledge to be acquired during the course does not require any specific prior learning.

Requirements, conditions for completing the unit (including, in the case of a colloquium, the list of items and the assessment criteria for the exam):

Full-time training (student workload according to the number of credits*):

2ECTS or 3ECTS:

For full-time students:

- active participation in the class (Online students can only participate by switching on the camera. Otherwise, class attendance is not accepted.)
- presentation
- preparation of an essay to be submitted

For correspondence and distance learning students:

active participation in the class (online students can only participate by switching on the camera. Otherwise, class attendance is not accepted.)

preparation of an essay to be submitted

Evaluation:*Sufficient:*

Sufficient knowledge to list the concepts learnt, able to solve simple examples, but not to grasp more complex problems, not using the correct statistical method, not able to interpret the problem in a complex way.

Medium:

Ability to use the material acquired at an average level, understanding the content behind concepts, medium ability to use examples, incomplete use of the methodology, less fluent presentation of the context, incomplete or incorrect interpretation of tasks.

Good:

Above average problem and situation analysis, recognising and using the professional tools available to solve a given topic or task. The solved task analysis, textual assessment, and practical application are not error-free.

Jeles:

High level of theoretical knowledge, ability to solve problems and tasks without mistakes, to see and explain connections with diagrams and analyses, written professional communication.

The department responsible for the subject:

Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 90**Number of hours and details of tasks to be carried out outside contact hours:**

Preparing for final papers

Specific assignment (max. 15 hours) full-time - correspondence - distance learning, which will be taken into account for the assessment of the exam grade

The examination mark (examination mark offered in full-time) is the combined result of the assignment to be submitted and the written examination (written tests in full-time).

Required reading:

- Kővágó, Gy. (2011): Theoretical and practical foundations of communication, Aula Kiadó, Budapest
- Lecture notes
- Béla Buda: *The Regularities of Direct Human Communication*, Animula Publishing

Recommended literature (5 items):

- dr. Raátz, J. - dr. Szőke-Milente, E. (2010): *Üzleti kommunikáció*, Nemzeti Tankönyvkiadó, Budapest
- dr. Radó, A. (2009): *Business Communication*, Saldo, Budapest
- Hofmeister-Tóth, Á. - Mitev, A. (2007): *Business communication and negotiation techniques*, Akadémiai Kiadó, Budapest
- Bishop, S. (2008): *assertiveness*, Manager Könyvkiadó Kft., Budapest

Responsible for the subject: ...**Trainers:**

Tibor Sebestény

4.14. Strategic and Performance-Oriented Employment

Subject name: Strategic and performance-oriented employment		Credit number:3/ 5 / 2	Code: KN417 KN475 KN489
Type of lesson: Presentation Seminar x Practice	Evaluation: Colloquium Practical ticket x Signature		
Curricular location of the subject (semester): according to the model curriculum			
Frequency of publication of the subject: according to the model curriculum			
The language of instruction, if not Hungarian:			
Prior learning requirements for the subject: according to the model syllabus			
Subject classification: (compulsory, compulsory optional, optional):			
Timetable of the subject: http:			
The aim of the subject Students become effective and aware jobseekers and then successful employees. In line with the education and training objectives, education and training should aim to ensure that students, as future labour market actors, are able to develop a high level of personal effectiveness and thus meet labour market demands by matching individual characteristics and talents with their qualifications and career goals. In order to effectively search for a job, in addition to learning the different techniques of CV writing and job search strategies and tactics, an important objective is to practice job search techniques, to examine the relationship between individual characteristics/abilities, skills, qualifications, career goals and the labour market situation. The course also aims to provide students with an insight into the world of work, to familiarise them with the current labour market situation and employment trends, to provide them with basic knowledge of labour law, and to enable them to review the form of employment and the content of the employment contract.			
Areas of competence to be developed, learning outcomes (based on the competence matrix of the course): Acquiring basic knowledge of the labour market and job search, effective written and oral communication. K.2. Habitus, attitude K.2.1. differentiated and systemic understanding of the interrelationships between socio-economic processes, principles of intellectual vocation in practice K.2.4. Understanding cultural differences K.6. Research, innovation and quality literacy, quality improvement, contribution to best practice, cultural programme, organisational and social innovation K.6.1. Research on social stratification, territorial, ethnic processes, trend analysis, the environment of cultural organisation K.8.10. Accept and recognise the importance of career planning. Has mastered the opportunities, conditions, tools and methods of lifelong learning, career planning and related knowledge.			
Content of the subject: <ol style="list-style-type: none"> 1. Introduction, description of topics, requirements 2. Professional self-awareness training, effective interpersonal communication, 3. negotiation techniques 4. The need for self-development, possible modification and correction of career goals 5. The world of work (forms of employment, basic knowledge of labour law, 6. active job search management and labour market services) 7. Basic labour market concepts, economic context. 8. Current labour market situation, employment trends. 9. Possible forms of employment. 10. Labour market services. Employment law issues, content and rules of employment contracts. 11. Effective job search methods and tools (CV, cover letter, interview), job search services and organisations 12. Job search techniques. The marketing approach to job hunting, advertising. Applying for the advertised position, methods of preparing a job application. Preparation and presentation of different types of CVs. 13. Preparing for the interview. How do we get the job that is most attractive to us? 			

<p>14. Key elements of behaviour and appearance at the interview. The hiring process.</p> <p>15. Individual career advice</p> <p>16. Summary, accountability</p>
<p>The pedagogical methods used in higher education: individual and group work</p>
<p>Prerequisites: ...</p>
<p>Requirements, conditions for completing the unit:</p> <p>a) for students who have passed the <i>model curriculum</i>: <u>full-time</u>: regular attendance of classes during the semester, completion of practical assignments, writing a CV, a motivation letter and a presentation</p> <p><u>correspondence</u>: regular attendance of consultations during the semester, completion of practical tasks (CV, motivation letter)</p> <p>b) for students <i>taking exams or additional courses</i>: review of the topics covered in the themes, supported by on-line consultation, completion of practical exercises</p> <p>c) for students following <i>an individual study plan</i> review of the topics covered in the themes, supported by on-line consultation, completion of practical exercises</p>
<p>Evaluation: Practical ticket</p> <p>In all cases, you will receive an unsatisfactory mark for plagiarised work.</p> <p>Unsatisfactory practical grade: If you miss more than 20% of the lessons or fail at least two of the practical exercises.</p> <p>Satisfactory practical mark: Does the practical exercises incompletely, with many mistakes, and participates passively in class.</p> <p>Average practical grade: Less motivated in class and more errors in practical tasks.</p> <p>Good practical grade: There are some mistakes in the practical exercises, but they are not significant, and the student is mostly motivated and active in the class.</p> <p>Distinctive Practical mark: Active, motivated in class, demonstrates a clear engagement with the subject, always completes tasks on time, carefully and without mistakes.</p>
<p>The department responsible for the subject: Department of Cultural Studies</p>
<p>Average number of student hours required to complete the course (credits multiplied by thirty): 150</p>
<p>Number of hours and details of tasks to be carried out outside contact hours: preparation of presentations, collection of material, fieldwork for job fairs</p>
<p>Compulsory literature (5 items): Labour market skills, job search techniques (Edited by Csaba Zsigmond and Zsófia Szép) EKTF Líceum Kiadó, Eger, 1998. Richard N. Bolles: Career Compass. A handbook for job seekers and career changers. HVG Books, Budapest, 2013.</p> <p>Recommended literature: Zsolt Pintér: How to make a career? Horton Books Publishers, Budapest, 2001. Tamás Vámosi: labour market skills, PTE, Pécs, 2013. http://digitalia. Ildikó Budavári-Takács: The role of self-awareness and decisions in career development. SZRMKK, Székesfehérvár, 2009. http://tvk.</p>
<p>Responsible for the subject: Dr. Szilárd Malatyinszki</p>
<p>Teachers: Tímea N. Kovács, Júlia Pajtók-Vizsolyi</p>

4.15. Psychology of Work, Leadership, and Organisation

Subject name: Work, management and organisational psychology	Credit number: 5	Code: NKN474 LKN474										
Type of lesson: Presentation x Seminar Practice	Evaluation: Colloquium x Practical ticket Signature											
Curricular location of the subject (semester): according to the model curriculum												
Frequency of publication of the subject: according to the model curriculum												
Language of instruction: Hungarian												
Prior learning requirements for the subject: according to the model syllabus												
Subject classification: (compulsory , compulsory optional, optional):												
Timetable of the subject: http:												
<p>The aim of the subject: The aim of the course is to provide an insight into the knowledge of work psychology and to build on the theoretical foundations of work, management and organisational psychology as an applied discipline, to learn about its methodology, its practical application and areas of investigation, and its practical activities.</p>												
<p>Content of the subject: Its location within psychology, its purpose What are its specialisations, areas and tasks? Its history, its future Its organisations Where is it used in Hungary? Domestic situation. Distribution of psychologists, stereotypes Current issues. Methods used, interpretation of results Specificities of the organisation.</p>												
Prerequisites: none												
<p>Schedule of lessons: in case of face-to-face lessons/consultations according to timetable For digital timetable: interactive exercises at the times indicated in the timetable</p>												
Requirements, conditions for completing the unit:												
<p>Evaluation: The mark for the subject is the mark awarded for the performance in the oral examination. a theoretical outline and the possibilities of applying it to your own work environment presentation, evaluation and any related questions asked by the examiner, as appropriate answering and explaining questions.</p> <p>The five marks for the oral examination are as follows:</p> <p>Evaluation of the presentation of the oral test item according to the following criteria:</p> <ul style="list-style-type: none"> o 40% theoretical background through literature o Presentation and evaluation of 60% of workplace adaptation options <p>Achievable % performance and practical grades:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">90-100%</td> <td style="text-align: center;">significant (5)</td> </tr> <tr> <td style="text-align: center;">80-89%</td> <td style="text-align: center;">good (4)</td> </tr> <tr> <td style="text-align: center;">70-79%</td> <td style="text-align: center;">medium (3)</td> </tr> <tr> <td style="text-align: center;">61-69%</td> <td style="text-align: center;">sufficient (2)</td> </tr> <tr> <td style="text-align: center;">60% or below 60%</td> <td style="text-align: center;">unsatisfactory (1)</td> </tr> </table> <p>In all cases, you will receive an unsatisfactory mark for plagiarised work.</p>			90-100%	significant (5)	80-89%	good (4)	70-79%	medium (3)	61-69%	sufficient (2)	60% or below 60%	unsatisfactory (1)
90-100%	significant (5)											
80-89%	good (4)											
70-79%	medium (3)											
61-69%	sufficient (2)											
60% or below 60%	unsatisfactory (1)											
Department responsible for the subject: Department of Business and Management												
Average number of student hours required to complete the course (number of credits multiplied by thirty)												
<p>Required literature (in Hungarian) Sándor Klein Work Psychology Edge 2000 Ltd., 2018 Sándor Klein Psychology of Management and Organization (8th edition) Edge 2000 Ltd., 2021 Balázs Klein Sándor Klein, The Soul of the Organisation Edge 2000 Ltd., 2020</p>												

Recommended literature

1. Bácsi, K. (2019). Human resource management and employees. I
2. Primecz, H., Csillag, S., Toarniczky, A., & Kiss, Cs. (Eds.), Leadership, culture, organizations (pp. 11-22). Corvinus University of Budapest.
3. Balázs, K., Bakó, P., & Nagy, L. (2019). The impact of the peer situation on the message of persuasion. Applied Psychology, 19(2), 31-53. <https://doi.org/10.17627/ALKPSZICH.2019.2.31>
4. Bodnár, É., Kovács, Z., & Sass, J. (2011). Corvinus University of Budapest.
5. Frankó, L., & Dúll, A. (2018). Measurement and practical relevance of the constructs of workplace attachment and workplace attachment. Applied Psychology, 18(4), 77-91. <https://doi.org/10.17627/ALKPSZICH.2018.4.77>
6. MPT TB (2018). Guidelines for the use of psychological tests. English
7. Psychological Review, 73(2/1). 125-132. <https://doi.org/>

Teacher: Júlia Pajtók-Vizsolyi**Responsible for the subject: Dr. Sándor Bordás**

4.16. Coaching and Counselling

Subject name: Coaching and counselling		Number of credits: 3	Code: KN495
Type of lesson: Presentation _____ Seminar Practice	Evaluation: Colloquium _____ Practical ticket X Signature		
Curricular location of the subject (semester): according to the model curriculum			
Frequency of publication of the subject: according to the model curriculum			
The language of instruction, if not Hungarian:			
Subject classification: (compulsory, optional, compulsory elective): compulsory			
Timetable of the subject: http:			
The aim of the subject Introduce and familiarise the roots of coaching and counselling, the forms that arise in daily life. Distinguish between them and help the student to find the best form in a targeted way. To present the process (strandard) of counselling and coaching to help you work with people. To introduce students to effective and applicable methods that they can put into practice - in their everyday communication or in their business and workplace relationships.			
Areas of competences to be developed, learning outcomes (based on the course's FAQ): a) knowledge You know the theories and characteristics of coaching and counselling. Knowledge of the broad concepts and context of coaching and counselling. Understands the basic concepts, behaviour and decision-making mechanisms of economic actors. b) skills The ability to use the theories and methods learnt to explore, organise and analyse facts and basic relationships, and to draw independent conclusions and critical comments. Ability to identify the complex consequences of coaching and counselling processes and organisational events, and to draw independent conclusions from a real-life situation. c) attitude Receptive to new information, new professional knowledge, open to new tasks and responsibilities that require autonomy and cooperation. Pursues lifelong learning both in and outside the world of work. d) autonomy and responsibility Under general professional supervision, independently carries out and organises the tasks defined in the job description. Assumes responsibility for his/her analyses, conclusions and decisions.			
Learning outcomes Orientation between coaching and counselling literatures and schools. Learning about and shaping the coach's personality and the qualities of the counsellor. To develop a framework for effective collaboration through the process of a specific form of counselling. To learn the methods to be used in the coaching process, to acquire tangible techniques beyond the possibility of consciously managing communication and conversations. The course also covers specific areas of counselling work and the application of coaching.			
Content of the subject: 1) Introduction. What is coaching <ul style="list-style-type: none"> ● Introduction to the subject Definition of coaching			
2) The coaching process <ul style="list-style-type: none"> ● „ Skills and competences needed to conduct business coaching sessions ● The coaching process (GROW model) 			
3) Practising coaching <ul style="list-style-type: none"> ● Practising the coaching process 			
4) The use of coaching <ul style="list-style-type: none"> ● The possibilities of using coaching ● Developing coaching skills 			
5) A coaching <ul style="list-style-type: none"> ● The different types of coaching 			

- 6) **A team coaching**
 - The Action Learning Facilitator
- 7) **The organisational development consultancy**
 - Definition of organisational development consultancy
 - The process of organisational development consultancy
- 8) **The organisational development consultancy**
 - Making the diagnosis and providing feedback to decision-makers
- 9) **Organisational development advice**
 - Intervention techniques and their use
 - Training and workshop methods
- 10) **Presentations**
- 11) **Making presentations**
- 12) **Summary**
- 13) **Summary of the subject**

The pedagogical methods used in higher education: lecture, explanation, discussion, pair exercises, essay writing.

Prerequisites: see above

Requirements:

For full-time students:

active participation in the class (Online students can only participate by switching on the camera. Otherwise, class attendance is not accepted.)

presentation

preparation of an essay to be submitted

For correspondence and distance learning students:

active participation in the class (Online students can only participate by switching on the camera. Otherwise, class attendance is not accepted.)

prepare an essay to be submitted (1500-2000 words)

Full-time training (student workload according to the number of credits*):

5ECTS: 60 contact hours (30 theory and 30 practical). Attendance is compulsory, with an unexcused absence possible for 20% of the classes. 90 hours of independent work at home: learning of theoretical material, preparation for the exam, home practice of computational exercises.

College examination items: topics that appear in the weekly breakdown.

Part-time: (student workload according to the number of credits*):

5ECTS: Correspondence: 18 contact hours (9 theory and 9 practical). 132 hours of independent homework.

Distance learning: 12 contact hours (6 theory, 6 practical). 138 hours of independent work at home. Content of homework: learning of theoretical material, preparation for the exam, home practice of computational exercises.

College examination items: topics that appear in the weekly breakdown.

Evaluation:

Satisfactory: 51-61%: Generally reproduces and interprets the concepts learned correctly, generally knows the coaching and counselling processes learned, but has a poor understanding of the context. Can describe the behaviour of organisational actors, but lacks understanding and independent application of the models describing them.

Medium: 62-74%: They are familiar with the concepts learned, know the coaching and counselling processes learned and recognise them independently, but have gaps in their understanding of the context. Can describe the behaviour of organisational actors adequately, but often has difficulty in interpreting and applying the models describing them independently.

Good: 75-85%: Reproduces and interprets concepts to a good standard, knows and recognises the coaching and counselling processes learnt, and understands the context. The behaviour of organisational actors is presented to a good standard and the behavioural models describing them are applied with minor gaps.

Mark: 86-100%: Gives a high level account of concepts learnt. Fully understands the coaching and counselling processes learnt, and has a good understanding of the context. The behaviour of organisational actors is presented to an excellent standard, and the behavioural models describing them can be fully applied and interpreted through examples.

The department responsible for the subject:

Department of Cultural Studies

Average number of student hours required to complete the course (credits multiplied by thirty): 150

Number of hours and details of tasks to be carried out outside contact hours:

Independent revision and processing of theoretical material, writing an essay.

Required reading:

Lecture notes

Teacher-prepared learning material (ppt)

Henry Kimsey-House, Karen Kimsey-House-Philip Sandall-Laura Whitworth: Co-active coaching, Trivium Kiadó Kft. (ISBN 978-615-5334-63-4)

Babak Kehé: Coaching manual, BIOENERGETIC Kiadó Kft. (ISBN 9789632912547)

John Leary-Joyce: Gestalt-coaching a practiceban, HVG Books (ISBN 9789633044414)

Recommended literature:

Laura Komócsin: Methodological manual for coaches and coaching-minded leaders, Z-Press Publishing, 2009

Responsible for the subject: Dr. Dóra Mócz

Instructors: Tibor Sebestény

4.17. Management of Atypical Employment

Subject name: Atypical Employment Management Credit: 4 Code: KN559	
Type of lesson: Presentation x Seminar Practice	Evaluation: Colloquium x Practical ticket
Location of the subject: semester 5	
Frequency of publication of the subject:	
Language of instruction: Hungarian	
Prior learning requirements for the subject: -	
Subject classification: compulsory	
Timetable of the subject: http:	
<p>The aim of the subject</p> <p><u>Knowledge base</u> Students will learn about the current forms of atypical work and employment, their legal background, their historical and cultural roots and their economic context. Students will make tangential links with psychology and motivation.</p> <p><u>Competences</u> In all cases, they can use the appropriate atypical forms of employment in line with the objective and in compliance with the legislation.</p>	
<p>Areas of competence to be developed, learning outcomes:</p> <ul style="list-style-type: none"> - the Training and Learning Outcomes Requirements (TOR), - the European Qualifications Framework (EQF), - the Hungarian Qualifications Framework (MKKR) <p>based on the sectoral descriptions:</p> <p>KKK: OM Decree 15/2006 (IV. 3.) on the training and outcome requirements for bachelor's and master's degrees ECHR: https://ec.europa.eu/ploteus/sites/eac-eqf/files/broch_hu.pdf</p> <p>MKKR: http://njt.hu/cgi_bin/njt_doc.cgi?docid=102184.263634 https://www.oktatas.hu/kozneveles/projektek/tamop318_minosegfejl/projekthirek/mkk_r deskriptorok_ertelmezese http://moodle.kodolanyi.hu/course/view.php?id=13466</p> <p>Learning outcomes: Learn about and apply atypical forms of employment that help make economic decisions at farm level, monitor their implementation and evaluate their effectiveness. Ability to make workforce management proposals, prepare decisions and take autonomous decisions. Recognises the potential of atypical forms of employment in the light of changing environmental influences, and is able to interpret the rules that go with them.</p>	
<p>Content of the subject:</p> <ol style="list-style-type: none"> 1. Outbreak and employment opportunities 2. changes, reasons for changes in 2020 3. The concept, interpretation and role of atypical work in the labour market 4. International comparison of atypical forms of employment, trends 5. Specificities of atypical work 6. The historical, cultural roots of atypical employment 7. Labour law regulation of atypical employment 8. Fixed-term employment 9. Working on call 10. Job sharing 11. Employment relationship with more than one employer 12. Telework 	

13. Employment relationship
14. Streamlined employment
15. Employment relationship with a publicly owned employer
16. Existing employment of a managerial employee
17. Temporary employment
18. relationship between the school cooperative and its member

The pedagogical methods used in higher education:

Individual or group work on the course material.

Written and oral presentation of project tasks.

The course can also be delivered via electronic distance learning.

Pre-study conditions: -

Requirements, conditions for completing the unit:

There is no requirement to obtain a signature for correspondence and distance learning.

An examination mark (100%) may be awarded on the basis of the essay to be submitted.

Or written colloquium (100%)

If the student has obtained a signature, the mark is assessed as follows:

Evaluation:

Insufficient:

There are fundamental gaps in the knowledge of the curriculum. He cannot interpret the employment-related concepts raised and cannot distinguish between different types of problems. Written and/or oral answers are disorganised, incoherent and inadequate.

Sufficient:

Sufficient knowledge to list the concepts learnt, able to analyse simple examples, but unable to grasp more complex problems, but unable to solve and interpret the problem in a complex way.

Medium:

Ability to use most of the material learned, understand the content behind concepts, good ability to use examples in the topics learned/understood. However, he/she does not use the methodology to the full extent, is less fluent in making connections, and has incomplete or incorrect interpretation of tasks.

Good:

Good problem and situational analysis, recognising and using the professional tools available to solve a given topic or task. However, the analysis and textual assessment of the solved task shows weaknesses, the practical application is not error-free or the preparation is incomplete.

Jeles:

He/she is able to demonstrate a high level of theoretical knowledge, to solve problems and problems without errors, to see connections and to explain them with diagrams and analyses. Excellent written and/or oral professional communication. Transposes methodological knowledge into the daily analysis, understanding and reflection of economic life.

The department responsible for the subject:

Department of Business and Management

Average number of student hours required to complete the course (credits multiplied by thirty): 60

Number of hours and details of tasks to be carried out outside contact hours:

Completion of an assignment (max. 45 hours) in full-time - correspondence - distance learning, which is the basis for obtaining a grade in the subject (100%). The assignment requirements are available in Moodle.

Or preparation for a written colloquium (max. 45 hours), full-time - correspondence - distance learning, which can earn a maximum of 100 points.

The examination mark - offered during the full-time course - is based on the result of the assignment or written examination.

If necessary, the instructor can suggest an oral case study via the distance learning system, for which a mark will be offered.

Required reading:

- 2012. i. tv. Chapter XV Special rules for certain types of employment relationship
- Közgazdasági Szemle, Vol.LX, February 2013 (pp.224-250) ÁGNES HÁRS Atypical forms of employment in Hungary in the 1990s and 2000s

- Current articles on the subject in HVG.

Recommended literature:

- Atipikus Arbeitsjogviszonyok - Labour Law Library Series Volume 6 dr. Bankó Zoltán, dr. Ferencz Jácint Wolters Kluwer Kft., 2015 ISBN: 9789632954592

Responsible for the subject:

Dr. Szilárd Malatyinszki

Trainers:

Dr. Szilárd Malatyinszki

4.18. Project Management

Subject name: Project Management (LGA106)	Number of credits: 2
Curricular location of the subject (semester): model curriculum	
Frequency of publication of the subject: model curriculum	
Language of instruction: Hungarian	
Prior learning requirements for the subject: model curriculum	
Timetable of the subject: http:	
<p>The aim of the subject:</p> <p>Our training aims to provide students with an overview and perspective on the possibilities for solving a specific, complex task (project), and detailed guidance on the methods that can be used. The use of project management is a common practice all over the world and is therefore of great importance in education.</p> <p>The knowledge of project management is of great service in meeting organisational expectations, since in order to achieve the goals of an organisation, it is necessary to develop a strategy, which usually includes various programmes and actions, which are one-off, complex tasks, i.e. projects. The preparation and implementation of projects requires planning, forecasting and analysis of the expected risks.</p> <p>Our aim is that, after completing the studies, the student will be able to:</p> <ul style="list-style-type: none"> ● to recognise the need for change and therefore for projects in the life of the business; ● understand the essence and content of project management thinking; ● define the outline conditions, tools, organisational and management guarantees for implementing a well-constructed project concept; ● formulate the project results to be achieved, ● project delivery (implementation) planning, which means planning the time, resources and costs of a project, ● to monitor project implementation 	
<p>Areas of competence to be developed, learning outcomes (based on the competence matrix of the course):</p> <p>(Source: https://www.pmi.org/learning/library/core-competencies-successful-skill-manager-8426)</p> <p>knowledge</p> <ul style="list-style-type: none"> ● Knowledge of basic project management processes, methodologies and tools and techniques and the ability to adapt them to the organisation. ● Understanding formal and informal organisational structures. ● High level of knowledge of applications used in the organisation's industry. Ability to align project management processes with the organisation's product lifecycle. ● Ability to drive the project towards successful completion despite intense schedules and negative impacts. ● Knowledge of the strengths and weaknesses of the team and the ability to use team members effectively. Active feedback to team members and stakeholders. ● Ability to identify key issues and problems and select the best available option. Ability to make timely decisions and act in line with business objectives. <p>skills</p> <ul style="list-style-type: none"> ● Basic project management skills ● Project management tools and techniques ● Organisational competence ● Broad (not in-depth) specific application/industry knowledge ● Life cycle management ● Trial ● Communication ● Team building ● Leadership skills <p>attitudes</p> <ul style="list-style-type: none"> ● The ability to adapt and deal with unexpected situations and to meet multiple expectations in an ever-changing environment. Ability to say "no". Ability to remain calm under pressure. ● Ability to gain the trust and respect of the parties involved in the project. Ability to influence the decisions necessary for the success of the project. <p>autonomy and responsibility</p>	

- Ability to take responsibility for failures

Content of the subject:

A single blocked occasion

1. Getting started (introducing each other, nicknames, email addresses),
2. Discussion of the topic (course content, evaluation, literature)
3. A brief history of project management
4. Project concept, elements, success factors
5. The concept and approach of project management
6. Project organisation and key people
7. Defining the aim of the project
8. Design of the project structure, sub-projects
9. Time planning
10. Resource planning
11. Cost planning
12. Risk management
13. Launching the project
14. Monitoring the project
15. oClosure of the project

The pedagogical methods used in higher education:

The theory is explained by the teacher. At the end of most sections, open questions are asked to encourage students to think for themselves, to consolidate their knowledge and to focus their attention.

In the case of timely and controversial topics, the teacher encourages open discussions to develop students' verbal expression and make lessons more interactive.

Requirements, conditions for completing the unit, assessment criteria for the exam:

Interim result (100%)

development and submission of an optional assignment in the form of a slide presentation, with lecturer's notes and a bibliography of scientific literature - max. 50%

optional Kahoot test taken and evaluated online at a pre-arranged time - max 25%

written colloquium - Moodle test - min. 25 %

Rating (on a 5-point scale):

Insufficient:

Knowledge and understanding is severely lacking, as the student does not understand basic concepts; reading and research skills are minimal in relation to the subject; technical and practical skills are inadequate, as the student cannot use and apply these skills to solve problems or make decisions; lack of awareness of the boundaries of the discipline and a complete lack of critical thinking; lack of autonomy in approach to learning and a haphazard approach to tasks; inability to communicate coherently. Performance below 50%.

Sufficient:

If the student shows particular deficiencies in the use of concepts and contexts, if he/she answers 51-70% of the questions in the colloquium or in the final examination.

Medium:

If you are unsure of the concepts and contexts, but can report if your performance is between 71% and 80%.

Good:

If the student shows minor deficiencies in the knowledge of concepts and theories, is able to give an account of what has been learnt in class, his/her performance is 81-90%.

Jeles:

If the student is able to apply the knowledge gained in the studio in a nuanced and multi-disciplinary way. He/she is able to interpret what has been read in the required literature and what has been said in class, his/her critical thinking is demonstrated in the colloquium, and his/her performance is between 91-100%.

Study material:

mainly the material of the slides of the lessons

For those interested, literature:

Adrienne Watt: Project Management 2nd edition

Kerekes: Project Management, 2012-National University of Public Service

Tóth: The basics of project planning, 2016-University of Sopron

Responsible for the subject: dr. Botond Géza Kálmán, e-mail: kalman.botond.geza@kodolanyi.hu

4.19. Financial analysis

Subject name: Financial Analysis		Number of credits: 5	Code: LGA008
Type of lesson:	Evaluation:		
Presentation X	Colloquium X		
Seminar X	Practical ticket		
Practice	Signature		
Location of the subject (semester): semester 2			
Frequency of publication of the subject: annually			
Language of instruction, if not Hungarian: -			
Prerequisites for the course: accounting, business economics, statistics,			
Subject classification: (compulsory, compulsory optional, optional): compulsory			
Timetable of the subject: http:			
<p>The the subject</p> <p>Students will be familiar with the information that can be obtained from accounting statements and the ways in which it can be evaluated and used; the indicators used for the global and detailed analysis of the financial statements, the static and dynamic cost analysis and the detailed analysis of the coverage amount.</p>			
<p>Areas of competence to be developed, learning outcomes</p> <p>By the end of the course, students will be able to interpret and manage economic events affecting the assets, liabilities, financial position and income of enterprises. By applying what they have learned in practice, they can participate effectively in the analysis, controlling and decision-preparation activities of enterprises.</p>			
<p>Content of the subject:</p> <p>Correspondence and distance learning:</p> <p><i>Presentation</i></p> <p>The concept, purpose and tasks of economic analysis. The subject of economic analysis. Types of analysis. The process of carrying out the analysis task, the steps of the analysis work.</p> <p>Areas of analysis</p> <p>Areas of financial analysis, sources of information for analysis</p> <p>A comprehensive analysis of the wealth situation.</p> <p>Financial situation analysis - liquidity analysis</p> <p>Comprehensive analysis of cash flow</p> <p>Analysis of sources</p> <p>Change of status, capital structure</p> <p>Trends in efficiency and profitability</p> <p>Examination of the evolution of net sales and costs. Changes in sales, sales structure, measuring sales efficiency.</p> <p>Cost and outcome indicators. Cost structure analysis</p> <p>Examining the structure of the result. Indicators for measuring profitability and the conditions for their application.</p> <p>Sustainable growth.</p> <p>The stages in determining the result.</p> <p>The A-K-F structure</p> <p><i>Seminar</i></p> <p>Homework presentation</p> <p>Kahoot test</p> <p>First date of written test</p>			
<p>Prerequisites: accounting, business economics, statistics,</p> <p>Requirements, conditions for completing the unit (including, in the case of a colloquium, the list of items and the assessment criteria for the exam):</p> <p>Part-time training</p> <p>developing and presenting a homework assignment in the form of a slide show - 25%</p>			

presentation of the submitted homework using a slide show - 25%
practice Kahoot test conducted and evaluated - 25%
written colloquium - Moodle test (50 %)

Evaluation:

0 - 49 % - insufficient

50 - 62 % - sufficient

63 - 75 % - medium

76 - 88 % - good

89-100 % excellent

Sufficient:

Generally reproduces concepts well, but has a poor understanding of the context. The analytical methods used to assess the situation of the company are incomplete or inadequate, and the interpretation of the indicators used is sometimes incorrect.

Medium:

They are familiar with the concepts they have learnt, are mostly familiar with the methods used for analysis and can recognise them independently, but have some gaps in their understanding of the context. The assessment of the company's situation is generally adequate, but the interpretation and application of the indicators used is often problematic.

Good:

Reproduces and interprets concepts to a good standard, knows and recognises the methods of assessment used in the company, and understands the context. Usually uses appropriate analytical methods to assess the situation of the company. Recognises the risks inherent in the company's activities and generally makes appropriate proposals to mitigate them.

Jeles:

It gives a high level account of the concepts learnt. He/she is fully aware of the analytical possibilities of the company and has a good understanding of the context. In assessing the situation of the company, they take into account not only the analytical possibilities they have learned but also the current opportunities in the economy. He/she recognises the risks inherent in the company's activities and, taking into account the current economic situation, makes proposals to mitigate these risks.

Department responsible for the subject: Department of Business and Management

Required reading:

- Content of the slides shared by the instructor
- Dr. Tibor Bíró - Péter Kresalek - Dr. József Pucsek - Dr. Imre Sztanó: Complex Analysis of Business Activity (Perfekt Gazdasági Tanácsadó, Oktató és Kiadó Zrt. 2016.)
- Act C of 2000 on Accounting

Recommended literature:

- Ilona Birher - József Pucsek - Imre Sztanó: Economic analysis of the activity of enterprises (Perfekt Publishing House. 2009.)
- Imre Béhm: The Perception of Enterprises (Perfekt Publishers. 1998.)

Instructor: dr. Botond Géza Kálmán, e-mail: kalman.botond.geza@kodolanyi.hu

4.20. Corporate Finance and Financial Strategies

Subject name: Corporate Finance and Financial Strategies		Number of credits: 5	Code: LGA126
Type of lesson:		Evaluation:	
Presentation X		Colloquium X	
Seminar		Practical ticket	
Exercise		Signature	
Location of the subject (semester): semester 2			
Frequency of publication of the subject: annually			
Language of instruction, if not Hungarian: -			
Prerequisites for the course: accounting, business economics, statistics,			
Subject classification: (compulsory, compulsory optional, optional): compulsory			
Timetable of the subject: http:			
The aim of the subject			
<p>The aim of the course is to enable students to successfully generate the necessary financial resources for their own business or employer and to make an informed choice between financing alternatives. The course will provide an understanding of the decision-making mechanisms and mindset of the institutions providing the financial resources to help find common language and interests with the funding institutions. The course will also cover structured finance in order to finance more complex projects.</p>			
Areas of competence to be developed, learning outcomes			
<p>By completing this course, the student will learn about the possibilities and forms of financing businesses. By putting what you have learned into practice, you will learn about the options available to you when planning the financing of a business.</p>			
Content of the subject:			
Correspondence and distance learning:			
<p>1. <i>clock block</i></p> <ul style="list-style-type: none"> ● The concept and basics of corporate finance ● Risk capital in corporate finance ● Business finance with loans - interest calculations <p>2. <i>clock block</i></p> <ul style="list-style-type: none"> ● Optional 1. Kahoot test ● Bank credit, overdraft, lombard and other types of credit ● Factoring ● Project title ● Investment loan ● Business loans - considerations when choosing a bank <p>3. <i>clock block</i></p> <ul style="list-style-type: none"> ● Optional 2. Kahoot test ● Practical exercises ● The role of the state in financing businesses ● The Széchenyi Card Programme Max+ ● Optional presentation of the submitted homework 			
Prerequisites: accounting, business economics, statistics,			
Requirements, conditions for completing the unit (including, in the case of a colloquium, the list of items and the assessment criteria for the exam):			
Part-time training			
development and submission of an optional assignment in the form of a slide show - max. 25%			
optional presentation of submitted homework assignment with slide show - max 25%			
optional Kahoot test taken and evaluated at the time of the 2nd and 3rd block of lessons - max 2x12,5%			
multiple attempts at written colloquium - Moodle test - min. 25%			

Evaluation:

0 - 49 % - insufficient

50 - 62 % - sufficient

63 - 75 % - medium

76 - 88 % - good

89-100 % excellent

Department responsible for the subject: Department of Business and Management

Required reading:

- Content of the slides shared by the instructor
- Béza D.- Csapó K.- Csákné-Filep J.- Csubák T.K.-Farkas Sz.- Szerb L.: Financing small enterprises, Perfekt Publishing House, 2008
- Richard A. Brealey, Stewart C. Myers: Modern Corporate Finance, Panem Ltd,

Recommended literature:

- Ágnes Vasné Botár: Typical sources of external financing for enterprises, National Institute of Vocational Education and Training, 2008

Instructor: dr. Botond Géza Kálmán, e-mail: kalman.botond.geza@kodolanyi.hu

4.21. Financial Services for Enterprise Development

Course title: Financial Services for Enterprise Development	Credits 5	Course code NIK040
Type of the course EQFS level: Lecture X Seminar Practice	Assessment: Examination Performance-based grade: X Approval	
Semester (according to the standard curriculum): 1-2		
Course availability (according to the standard curriculum): Spring or Autumn		
Language of instruction (if not in Hungarian): English		
Prerequisites (according to the standard curriculum): English B2		
Type of the course (compulsory, obligatory elective, free elective): compulsory		
Course schedule: http://www.kodolanyi.hu/neptun/		
<p>Course objectives:</p> <p>The main aim of this course is to enable students to gain a broad understanding of the principles and practices of raising finance for enterprise development. The course will cover and contrast the differences between the types of business, business models and maturity of the business and appropriate approaches to raise finance in each case.</p> <p>The concepts and skills acquired are immediately applicable to all types and sizes of enterprise large and small, privately run or publicly traded and independent of whatever industry they operate in – whether it be manufacturing, consulting or services etc.</p> <p>It is often the most difficult to start up a business venture. Lack of adequate financing are a major cause of failure of a startup company and cause issues in all operating companies. Managers should have knowledge of the different financial services available to be able to decide about the most appropriate and effective way to finance their business development. The course aims at preparing the students to become business professionals proficient in finances for businesses, teaching them how corporate leaders make effective decisions to maximize their profits.</p> <p>The course has four key objectives:</p> <ul style="list-style-type: none"> - to determine the business model and then the financing needs of the business. - to identify the appropriate finance method from the various financing options for the business. - to reveal all the available financing options. - to list the pros and cons of the financing options. <p>Strong emphasis is placed on the application of financial and nonfinancial information to a wide range of managerial decisions, including the time value of money, financial analysis, budgeting, incremental analysis, long-term planning and cost-volume-profit analysis. A variety of decision-making tools are to be studied, as well and contemporary managerial practices are explored.</p> <p>Students will learn what it takes to hold a company’s financial future in their hands, as they learn how financial managers respond to the long-term financial needs of a corporation and the roles of capital markets. They will also learn to employ long-term strategic financial management tools to be years ahead of the competitors, since planning for the corporation's financial future brings value to today and tomorrow.</p>		
<p>Learning outcomes (based on professional competences): Upon completion of this course, students will have high degree in the following fields of abilities:</p> <p>Knowledge</p> <ul style="list-style-type: none"> • 1.1. Students acquire advanced knowledge concerning financial services provided for enterprises in the business environment. • 1.2. Students are familiar with different international service providers’ networks, they know how to get information about them. • 1.4. They are able to make financial plans considering their business needs, financial rules and 		

regulations on national and global level.

- 1.9. They are capable of making provident financial decisions based on wide perspective.
- 1.12. They are familiar with business assessment and financial resources evaluation methods.

Skills:

- 2.1. Students are capable of financial analysis of their businesses.
- 2.2. They are capable of leading complex planning, implementation and financial resource management processes.
- 2.4. They have the ability of data collection, arrangement and analysis using IT tools.
- 2.8. They are able to demonstrate their knowledge of internal and external financial circumstances.

Business competencies, behaviour and attitudes

- 3.1. Students have innovative attitude and proactive behaviour.
- 3.2. They are open to new scientific and practical results and they contribute to innovative solutions.
- 3.5. They are open to new business opportunities

Course content:

Block #1

- Introduction
- Overview of Enterprises-1
- Overview of Enterprises-2
- Financial calculations-1
- Financial calculations-2

Block #2

- Midterm test (Moodle-test)

Block #3

- About enterprise financing
- Venture capital in enterprise financing
- Business financing with credit (& calculations) - 1
- Business financing with credit (& calculations) - 2
- The role of the state in the financing of enterprises

Block #4

- Oral presentation of home assignment (PPT)
- Exam: Moodle test

Teaching methods:

Traditional lectures will be augmented by interactive in-class exchange of ideas; besides, students will have compulsory readings week to week. They will learn how to apply theories and best practices in a manager's role through simulations, role playing, case studies and discussions.

Requirements:

Students are expected to fulfill criteria as follows:

- Game-based learning platform (Kahoot! quizzes) (5x2%)
- Written midterm examination (30%) – (Moodle-test)
- Oral presentation of home assignment slideshow (10%)

50% final exam (Moodle test)

Assessment & Grading:

Scoring at least half of the total available points on the seminars is a prerequisite for participation on the final exam (and, in turn, for completing the lecture class). At the end of the semester, only a single grade is conferred to students for both seminars and lectures, which reflects the performance of students in the following ratio:

50% seminar

Pass (> 50%):

Some knowledge and presentation of well-known facts in test, descriptive but adequately used theories in written presentation.

Satisfactory ($\geq 62.5\%$):

General description of theories and used concepts or definitions with some data presentation.

Good ($\geq 75\%$):

Adequate and coherent interpretation of theories, extended knowledge of element information about financial issues.

Excellent: ($\geq 87.5\%$)

Detailed, contextual description and analysis, correct data use, free of irrelevant amendments, correct calculations and definitions of both theories and data.

Grades will be awarded for homework, individual presentation as well as the final written assignment.

ALL WILL BE REQUIRED TO PASS THE COURSE!

Department/faculty responsible for the course:

Department of Economics and Management

Required average students' working hours (number of credits multiplied by 30): 150

Individual assignments (expected number of hours and list of activities): Reading scientific literature

Orientation in financial business environment

Collecting news and data for investigation into chosen financial service for presentation and examination

Creating about 3000-5000 words' essay (Business Plan) Business plan presentation.

Compulsory reading:

- Brealey, R. A., Myers, S.C., Allen, F.: Principles of Corporate Finance, McGraw Hill., 2023
- Ross, S., Westerfield, R., Jordan, B.: Fundamentals of Corporate Finance, McGraw Hill, 2022

Recommended reading:

- McLaney, Eddie: Business Finance: Theory and Practice 11th Edition (preferred, but 8th or later also good)
- Antrill, Peter., McLaney, Eddie: Accounting and Finance for Non-Specialists
- Plus, additional material defined by the lecturer and described on Moodle. Joël van der Weele: Financing development: debt versus equity, De Nederlandsche Bank NV, Working Paper No. 038/2005
- British Business Bank Corporate Finance Faculty: The Business Finance Guide, 2016. Watts, Haines: Sources of Finance, www.hwca.com
- Financial management and business success – a guide for entrepreneurs, The Association of Chartered Certified Accountants, 2016
- Financial Planning and Your Small Business, Financial Planning Association, www.plannersearch.org Paramasivan, C., Subramanian, T.: Financial Management, New Age International Publishers, www.newagepublishers.com
- Berger, A.N., Udell, G.F.: The Economics of Small Business Finance, 1998.

Required average students' working hours (number of credits multiplied by 30): 150

Individual assignments (expected number of hours and list of activities): Reading scientific literature

Orientation in financial business environment

Collecting news and data for investigation into chosen financial service for presentation and examination

Creating about 3000-5000 words' essay (Business Plan) Business plan presentation.

Course leader: Botond Géza KÁLMÁN,

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Lecturers: Botond Géza KÁLMÁN