



Fakultät für Betriebswirtschaftslehre

Kurskatalog für Passauer Studenten im Doppelmasterprogramm an der Corvinus Universität Budapest

Teil 1

2018

Inhaltverzeichnis

ISP (International Studies Centre) - Kurse:

Im Kurskatalog Teil 1:

2ET27NAV02M - The Roles and Duties of Management
2VE81NVMMEG Managing the Multinational Enterprise
2MA41NAK02M Services Marketing Management
2SM95NAK02M - Quantitative Methods
2VL60NVGSCG – Global Strategy and Competitiveness
293NMARV649M Online and Digital Marketing
293NORV516M Decision Making Skills
293NPSYV311–Personality Types and Team Dynamics
CSCSR_VTKGT – Corporate Sustainability and CSR
FUTST_VTJOV – Business Futures Studies
SUCHA_VTVLG – Supply Chain Management

Im Kurskatalog Teil 2:

293NMARK635M Product and Brand Strategies
293NMANV576M– Innovation Management
293NCOMV728M - Management Information Systems
293NBUSK660M – Business Communication and Strategy
293NBUSV500 -Global Anti-Corruption Business Governance Strategies
293NECOV750M - Doing Business in Emerging Markets
293NFINK564M Advanced Corporate Finance
293NMANS672M - Global Business Strategy
293NMANS781M - Organisational Behavior and Design
293NMANV669M – Management Skills
293NMANV686M – Comparative Cross-Cultural Management
293NMARK650M - Advanced Marketing Research
293NMARK652M – Qualitative and Quantitative Research
293NMARK665M - International B2B Marketing
293NMARK673M - Customer Relationship Management
293NMARV677M - Online Marketing in Tourism
2SM95NAV04M - Online and Digital Marketing

MBA Centre - Kurse:

2SM95NAK45M Mangement of Information Technology
2SM95NAK44M International Strategy
2SM95NAK15M Process Management
2SM95NAK23M Understanding Financial Statements
2SM95NAK29M Human Resource Management
2SM95NAK22M Corporate Finance
2SM95NAK48M Business Communication and Negotiation

DSG Kurse:

2VE81NAV14M Strategisches HR-Management
2BE52NAV06M Marketingmanagement und Forschung
2KG23NAV02M Strategisches Denken

2ET27NAV02M - The Roles and Duties of Management
CEMS MIM course
Spring, 2017

Code:	2ET27NAV02M
Course leader:	Laszlo ZSOLNAI, Professor
Lecturer(s):	Laszlo ZSOLNAI (Corvinus)
Department:	Business Ethics Center
Office hours:	by appointment
Availability:	Phone number: 482-5153
	Room: 121.3 (Main building)
	Email address: laszlo_zsolnai@interware.hu
Course type:	CEMS elective
Prerequisites:	only for CEMS MIM students
Credits:	6
Webpage:	http://laszlo-zsolnai.net/content/roles-and-duties-management
Number of hours per semester	two 80 minute classes per week = 43.5 hours per semester;
Time of class:	Monday 13.40 - 15.10 and 15.30 – 17.00
Venue:	C 416

Aims and objectives and description of the course:

To provide the students with a new management profile consistent with the challenges of 21st century management. Criticize the existing shareholder-maximizing way of doing business in order to arrive a more collaborative approach to a wide range of stakeholders.

Learning outcomes:

- To understand the roles and duties of management in the context of 21st century challenges
- To develop a deeper understanding of business as a profession
- Being able to take a holistic perspective on diverse issues in management

Course description

The course introduces the new management profile based on the CEMS MIM qualification framework. The future international manager is defined as a reflexive practitioner who is committed to environmental sustainability, exercises social responsibility, works with sensitivity toward gender and diversity issues, harmonizes information and communications technologies with processes and organizational culture, applies holistic perspective in problem solving, cooperates with social and political actors, and is engaged in progressive entrepreneurship.

Methodology to be used:

By theoretical models and practical cases it will be demonstrated that unless managers demonstrate that they serve the common good in their daily practice, the legitimacy and moral standing of the business profession remain questionable. During the course a series of cases about new business models will be presented and innovative practitioners from business will be invited.

Detailed class schedule:

<u>Date of class</u>	<u>Topics to be discussed, readings required for the class</u>
Week 1 (Febr. 6)	Business as a Profession
Week 2 (Febr. 13)	Progressive Business
Week 3 (Febr. 20)	The Reflexive Practitioner
Week 4 (Febr. 27)	The Paradox of Business Ethics
Week 5 (March 6)	Managing Gender and Diversity in Organizations
Week 6 (March 13)	Personal and Professional Responsibility
Week 7 (March 20)	Working with Social and political Actors
Week 8 (March 27)	Holistic Problem Solving
Week 9 (April 3)	The Business of Happiness
Week 10 (April 10)	The Future of Business
Week 11 (April 17)	Easter break
Week 12 (April 24)	Student's paper presentation
Week 13 (May 1)	National Holiday
Week 14 (May 9)	Final exam

Assignments:

Students should write a paper (about 3000 words) on a selected progressive business organization, which is excellent in performing its ethical and professional roles and duties.

Assessment, grading:

Paper	40 %
Written exam	40 %
Class participation	20 %

Compulsory readings:

Laszlo Zsolnai and Antonio Tencati (eds.): *The Future International Manager. A Vision of the Roles and Duties of Management*. 2009. Palgrave-Macmillan.

Recommended readings:

Selected papers and case studies will be distributed in class.



1093 Budapest, Fővám tér 8.
<http://mgmt.uni-corvinus.hu>
☎: (+36-1) 482-5377; -5263
Fax: 482-5018



Gazdálkodástudományi kar

COURSE GUIDE
to Managing the Multinational Enterprise
2VE81NVMMEG
available for students @ International Studies Program
2016/2017 Fall Semester

Type of course	Optional
Language	English
Responsible department	Strategic Management Department, Dr. Lilla Hortoványi head of department (lilla.hortovanyi@uni-corvinus.hu)
Lecturers	Anikó Kraft (https://www.linkedin.com/profile/view?id=51337933) Tamás Nagy (https://www.linkedin.com/profile/view?id=180226913)
Contact	In person during office hours, as well as via e-mail through the Moodle platform
Time and venue of the seminar	8 February - May 8, Mondays Classroom C205 17:20-20:40
Credit	5
Weekly hours	0+4
Evaluation	Practical course

Short course description

The goal of Managing the Multinational Enterprise is to give students insight into how corporations work in “real life” and to learn and practice skills that will serve them when entering the job market. What does this mean in practice? Students of class 2015 said they benefitted the most from getting real world experience (since you get to be the decision-maker in a company’s strategy or new project); acquiring in-depth knowledge from “learning by doing”; learning how to create structured and high-quality presentations (since you get plenty of opportunity to present during class); and in gaining confidence in solving case studies and presenting them. If these are skills you would like to develop, we welcome you to our course!

Students will have the opportunity to learn how corporations work through a series of case studies that aim to present real-life challenges and problems to students, that they are expected to solve as if they were real stakeholders of the company. This means that students are expected to provide in-depth multidisciplinary solutions to problems that include analysis of the company’s situation; a strategy for the solution; details on the implementation of the strategy; marketing strategy when required; and financial projections and cost estimates as to the success of the solution. This gives students a good opportunity to get a general overview of the most essential functions of corporations and to learn areas that they might not have focused on their studies. The aim of teachers in this course is to provide feedback as to the feasibility of solutions and give guidance as to how certain problems are usually tackled in the business world, based in many cases on their personal experiences.

Developing skills that are required for the job market will be completed via solving case studies as well. Students will work in teams of 4-5, therefore team work skills will be intensively developed. Students are expected to give

presentations 7-9 times during the semester, therefore they will have opportunity to practice preparing presentations (preparing slides, structuring presentations, focusing on key messages) and delivering them. Emphasis will be given to acquiring good communication skills both within team work and while presenting. Teachers will coach students in developing these skills both by providing feedback for students and by giving rationale to certain feedback and examples from their own experiences.

To understand the complexities of multinational corporations, the course will cover three main topics that multinational companies may face:

- International expansion
- Profitability issues
- Joint ventures

Classes and presentations will be held in English. Please note that your teachers are practicing professionals, therefore adjustments to the timing of the lectures are possible.

Requirements

This course actively builds on student interaction, for which we aim to create an open atmosphere that is based on feedback, where opinions and ideas can be shared freely and participants can contribute to each other's development through constructive developmental suggestions. We would like to establish a "safe place" for students, where challenges are not seen as failure, but rather as a step on the road to success.

We expect continuous work from students both within the classroom as well as preparing for class. High emphasis will be put on students solving case studies in groups of 4 or 5 and presenting them. Therefore we expect all students to participate in analyzing and solving the case studies to the best of their abilities.

Students will be required to present their solutions in 15 minutes-long presentations, which will be followed by a Questions & Answers session (approximately 5 minutes). Feedback will be provided at the end of the class.

Due to the intensive requirements of the course, only 2 missed classes are accepted without an excuse. Attendance is taken during seminars. **The course cannot be completed from abroad.**

Detailed curriculum

Week 1	8-Feb-16	Introduction & methodology. We will introduce ourselves, present you the course and collect your expectations from the course. Then we will jointly cover the key elements of structured thinking and problem solving, and also dive deep into the ability to quickly understand complex business environment. After the class, your team will be given a case to solve for the next lecture
Week 2	15-Feb-16	Your first presentation. We will provide you with detailed feedback and identify learning points after your presentation.
Week 3	22-Feb-16	Joint case solving. We will collectively analyze and structure a case and arrive to a reasonable solution. The aim is to demonstrate the key steps of solving case studies in teams.
Week 4	29-Feb-16	International expansion 1 - You will present the first draft of your solution for the case. We will provide you with detailed feedback and also spend time on jointly analyzing the industry.

Week 5	7-Mar-16	International expansion 2 - You will present your final solution for the case incorporating the feedback from the previous lecture. We will also close the lecture with feedback.
Week 6	14-Mar-16	No class (public holiday)
Week 7	21-Mar-16	Learning from the pros: video analysis of a case study presentation delivered by a top team of an international competition. After the class, your team will be given a case to solve for the next lecture.
Week 8	28-Mar-16	No class (public holiday)
Week 9	4-Apr-16	Profitability 1 - You will present the first draft of your solution for the case. We will provide you with detailed feedback and also spend time on jointly analyzing the industry.
Week 10	11-Apr-16	Profitability 2 - You will present your final solution for the case incorporating the feedback from the previous lecture. We will also close the lecture with feedback. After the class, your team will be given a case to solve for the next lecture.
Week 11	18-Apr-16	Guest lecturer with wide experience in managing multinational companies. You will have the chance to ask every professional and career-related question you have in mind. After the class, your team will be given a case to solve for the next lecture.
Week 12	25-Apr-16	Joint Venture 1 - You will present the first draft of your solution for the case. We will provide you with detailed feedback and also spend time on jointly analyzing the industry.
Week 13	2-May-16	Joint Venture 2 - You will present your final solution for the case incorporating the feedback from the previous lecture. We will also close the lecture with feedback. After the class, your team will be given a case to solve for the next lecture.
Week 14	9-May-16	Meeting simulation. You will have the chance to experience a realistic setting how multinational companies usually conduct meetings. You will present your recommendation for the last case in an interactive format. We will close the lecture and the course with a wrap-up session reflecting on the challenges and accomplishments in the semester.

Curriculum

Lecture materials will be made available on the Moodle platform.

Recommended literature:

– TBA during the course

Semester grading:

Grading will be based on course activity and presentations.

55 – 65 points: Excellent (5)

50 – 54 points:	Good (4)
41 – 49 points:	Medium (3)
33 – 40 points:	Pass (2)
0 – 32 points:	Fail (1)

The course aims to prepare students for being successful at the workplace, therefore corporate experts other than the guest lecturers may also participate during the class as guest lecturers, case study presenters or the jury. Therefore the curriculum is subject to change, so **please make sure you are up-to-date about the class via the Moodle platform.**

We hope you will find the topics discussed during the semester interesting and useful. We wish you good work!

Budapest, January 2016

Dr. Hortoványi Lilla
Head of Department

Anikó Kraft
Semester coordinator

2MA41NAK02M– Services Marketing Management
MA in Marketing
Spring Semester 2016-2017 Academic Year

Course leader:	Éva Annamária Török
Department:	ISP
Office hours:	
Availability:	
	+ 36 20 9134922
	Email torok.eva.annamaria@gmail.com
Course type:	elective
Prerequisites:	Marketing
Credits:	
Number of hours per semester	12 lectures + 13 seminars + 5 exams (mid-term, group presentations, final exam) = 30 hours
Time of class:	Thursday, 11:40-13.10 and 13.30-15:00
Venue:	

Aims and objectives and description of the course:

The objective of this course is to highlight the special features of services and to give an overview of the marketing management problems that service firms have to face. The course is designed for advanced business students and requires basic marketing knowledge.

Learning objectives:

- To provide an in-depth appreciation and understanding of the unique challenges of managing and delivering quality services.
- To develop an understanding of the 'state of the art' service management thinking.
- Improving your professional skills in business writing and presentation
- Working in groups including case discussions, written analysis and presentation.

Course description

The service sector of the world economy is huge and still growing, the complexity and diversity of services have been increasing over the past 50 years. All of the developed economies now have large service sectors and many service firms operate internationally.

The course will highlight the fundamental differences between goods and services focusing on the managerial implications. An overview will be provided on service

operations including service related issues on innovation, communication, pricing, managing demand and managing people.

Methodology to be used:

The course is designed as an interactive experience, where we use mainly lectures, exercises, cases, class discussions, group work, home assignments and research projects. Learning is through practicing the concepts that are in the book. Lectures may highlight and discuss some important concepts from the textbook, though it will be generally useful to read the chapters before coming to the class.

In this course, you will be provided with the opportunity to:

- Critically evaluate services marketing challenges.
- Develop more effective communication skills through class presentation and through responding to any questions may arise.
- Develop competencies to work more effectively in teams through the completion of a project work.
- Demonstrate self-management and independent learning skills through the completion of prescribed readings.
- Develop an awareness of differences in the culture surrounding services through class exercises among students from a diverse range of backgrounds.

Expectations from participants

- Actively participate in lectures and seminars since much of the learning will come from in-class discussions.
- Read the articles that are due (indicated in the detailed class schedule)
- Study, understand and internalize the concepts covered in the course and be able to creatively apply them.
- Come to each class well prepared and on time to discuss the required readings and assigned cases in detail.

Short case studies

There are short cases which require prior preparation. These cases are representatives of real-world problems that managers in different service organizations have to face and resolve. The goal of case analysis is not to develop a set of "correct" facts but to learn to reason well with available data. The cases will be discussed in the seminar.

Group Assignment

Students will prepare an assignment in groups of 2-3 students. The topic will be selected from the attached list of assignment descriptions during the first class. Please read the assignment carefully and answer all the questions that are in the description. Each group will prepare a **written** summary of results in 10 pages (plus appendixes). The written assignment should be handed in on the class when the presentation is due. Presentations should be sent to the instructor via e-mail 48 hours in advance.

Results should be **presented** to the class in an oral form (power point or prezi) and should last 20 minutes. Each group member has to present.

Presentations will be peer-evaluated in a written format during class. Peer-evaluation is part of class participation.

Class Participation (Co-Production)

As with most courses, the benefits of the course can only be realized when students are excellent co-producers and actively participate in the classroom experience (are prepared for class, contribute to in-class discussions, offer examples, ask questions etc.). Class participation grades will be based on each student's contribution to the class. Active co-production and participation is **expected and is essential for success in the course**.

Assessment, grading

Grades are earned based on class attendance, class participation, achievements in the assignments (group or otherwise), homework, midterm and final exams.

Grades are not negotiable. Any attempt at negotiation may potentially result in official disciplinary action.

Mid-term exam	25 points
Final exam	25 points
Class participation	25 points
Written group assignment	15 points
<u>Presentation of group assignment</u>	<u>10 points</u>
	100 points

Students may miss a maximum of 25% of the classes. After having missed 25% of the classes, students will be given an "F", "1" or an "N" grade.

Compulsory readings

- Christopher Lovelock and Jochen Wirtz Services Marketing, Eighth edition (2016), World Scientific Publishing
- Articles on Moodle

Class attendance:

Class attendance is mandatory. **Participation in lectures** is an important part of the process and understanding of the subject, and tutors have the right to make a so-called 'positive attendance sheet'. Based on the 'positive attendance sheet' the tutor can give 5% extra points beyond all the points obtainable for the final grade. **Attendance of the seminars is compulsory**. The acceptable level of absence is $\frac{1}{4}$ of all lessons (i.e. 3 seminars). **In exceptional cases** (hospital treatment, permanent illness) provided that the total absence is less than 50%, the tutor can (if he/she so decides) give an opportunity for supplement. *Study and Examination Regulations –*

21§ (3) and (5). Simple doctor's certificates will not be accepted. If the student has exceeded the maximally allowed number of absences, only verifiable, official hospital- or treatment center documentation proving hospital treatment or permanent illness shall be accepted.

Students whose absence from the seminars exceeds the maximally allowed 3 occasions (partial seminar attendance is counted as absence), will be given a "not signed" (aláírás megtagadva") grade. Students receiving the "not signed" grade will not have the option of taking either the final or any of the retake examinations, but shall have to retake the course in a subsequent semester.

Cheating, plagiarism

Any attempt at cheating or plagiarism in quizzes, assignments or at examinations shall result in an automatic "F" (fail) grade and the student will not be able to take either the final examination or the retake examinations, but shall have to retake the course in a subsequent semester.

Examinations and retake examinations

In keeping with the Corvinus Study and Examination Regulations, a total of 2 examination opportunities will be offered. All examinations will be comprehensive (covering the whole semester's material.) The examinations will be spaced out during the official examination period, although the first examination (taking into consideration the foreign exchange students) will be held during the first week of the final examination period. Students returning home prior to the end of the official examination period do so at their own risk as no special consideration shall be given in such cases.

Students must sign up for exams through the Students Information System (Neptun). The chosen exams may be modified not later than 24 hours prior to its start. Examinations held on Mondays are exceptions, since exams on Mondays must be signed up for no later than 72 hours prior to the start. (*Study and Examination Regulations 22.§ 2.*) Students not signed up for a given examination will not be allowed to take it.

Students signed up for a given exam but failing to take it will be given a "not present" ("nem jelent meg") grade. While such a grade will not decrease the total number of times they can attempt the examination, it will result in a special administrative fee.

Detailed class schedule, 1st – 15th week:

<u>Week</u>	<u>Date</u>	<u>Topics to be discussed</u>	<u>Book chapters</u>	<u>Reading required</u>
Week 1	Febr. 2.	Introduction to course, General introduction to services, difference between goods and services marketing	Ch. 1	
Week 2	Febr. 9.	Customer behavior in service encounters	Ch. 2	Case: Emmy's and Maddy's first service encounter
Week 3	Febr. 16.	Positioning services Company visit	Ch. 3	
Week 4	Febr. 23.	Developing service products	Ch. 4	
Week 5	March 2.	Distributing services	Ch. 5	Case: Aussie Pooch Mobile case
Week 6	March 9.	Pricing services	Ch. 6	
Week 7	March 16.	Promoting services Guest presenter	Ch. 7	
Week 8	March 23.	Mid-term exam		
Week 9	March 30.	Designing and managing service processes, managing demand	Ch. 8, 9	
Week 10	April 6.	Managing people	Ch. 11	
Week 11	April 13.	Building loyalty, customer experience	Ch. 12	Case: Disney's magic band system
	April 20.	Spring break		
Week 12	April 27.	Service Failures and Recovery Strategies	Ch. 13	
Week 13	May 4.	Improving service quality	Ch. 14, 15	

Week 14	May 11.	Group work presentations		
Week 15	May 15	Final exam		Exam: - PPT's of lectures and seminars - Selected parts of the book based on the lectures and PPT's - Additional readings

Group assignment topics

Project work 1

New service development

- Visit the Hungarian National Museum (Múzeum krt 14-16, 10 minutes walk from the university; webpage: hnm.hu/en)
- Evaluate the Museum's service based on the "flower of service" concept
- Develop a new state of the art museum concept for HNM. Benchmark famous, up-to-date and trendy museums.
- Assess the customer preferences and test the concept. Use qualitative techniques (make some in-depth interviews).
- Use again the "flower of service" concept to present your ideas and justify your decisions.
- Try to assess the difficulties in the execution and give suggestions how to overcome these difficulties.

Project work 2

Services communications

Make a content analysis of service ads. Select service ads and make a content analysis that examines the following questions:

- What kind of message appeals do the ads use? What kind of executional tools do the ads use?
- Are these ads meet the requirements of effective service advertising?
- Make interviews with other students and ask them about the ads. Are these ads effective enough? (recall, WOM, sales potential)
- Compare the result of the content analysis and the interviews. What are the characteristics of the effective ads on the basis of your results?

Project work 3

Physical environment

Select a service industry and visit 3 different service locations of competing service providers.

- How do these service providers use the tools of the physical environment? What are the common and different features of the physical environment?
- Do the service providers use physical evidence to differentiate their service offerings? If possible support your findings with photos.
- In what ways are the different roles of service environment present in these examples?
- Use the Servicescapes model to present the possible responses of consumers and employees to the environmental dimensions

Project work 4

Pricing

Collect the comprehensive pricing plans for the three Hungarian mobile service providers that have the young consumers (students) targeted (telenor.hu/en, vodafone.hu/english, telekom.hu/otthoni/english, all information is available on the web pages of the service providers in English).

- Which services are billed and which are offered free, and how much is billed for different type of services.
- Make interviews with students and build usages profiles (number of calls, call duration, call distribution across the day and days of the week, usage of other services, like Internet).
- Identify how students select mobile service provider (if the do). What is the motivation of having a Hungarian account or keeping their original account.
- How students perceive price differences, are they aware of the pricing scheme of their own provider? And the other providers? On what basis have they chosen the mobile service provider?

Make suggestions for students (which Hungarian provider to choose), and for service companies on how to develop the pricing scheme for the student segment.

Project work 5

Leadership in services

Evaluate the role of the leader (CEO) of **service firms** (please do not select famous leaders of tangible products' firms).

- Search for articles, interviews in newspapers, magazines or on Internet about service company leaders.
- Analyse these secondary sources. Try to find the main characteristics of the person and try to find out how the personality and values of the leader affect the service organization and business practice of the company.
- Try to find people who know these service firms and have experience with their service. Make interviews with them to find out their opinion about the company.
- Is there a difference in the consumer perception of the service firm's product quality and the service leaders opinion about his company?
- What can be the basis of the differences/similarities?

Project work 6

Service quality

Make interviews with foreign students about the evaluation system of the service quality of their home university.

- How do the different universities evaluate the quality of professors and classes? Try to get information about the questionnaires students have to fill in at the end of semester.
- Compare the different evaluation schemes! What are the major differences and similarities.
- Which aspects of service quality are measured and which are not?
- Collect information about Corvinus ISP evaluation system. Make an interview with the ISP coordinator to find more information. Make interview with regular ISP students to find out their perception. Compare the service provider and customer opinions about quality control.
- Give suggestions to improve the evaluation system of ISP courses.

Project work 7

Loyalty programs

Compare and evaluate different loyalty programs (preferably from the same service industry).

- Try to categorize them based on the characteristics of the different loyalty program schemes
- Which one is the most efficient? What are the characteristics of a good loyalty program (use your the additional reading)? Do the selected ones conform to these principles?
- Make interview with customers who participate in the selected programs. What are the motivational factors for them to participate? Are they satisfied with the program? What are the advantages and disadvantages for them? Are these findings in line with your theoretical analysis?
- Make suggestions to improve the programs.

Project work 8

Service failures and complaining behaviour

Visit an online consumer forum where consumers write about their unfavorable service purchasing experience, where they have complained. Select a service industry and choose at least 15 cases in this industry. Prepare a CIT analysis based on these comments.

- What are the causes of the complaints? What kind of mistakes did the service organization make? Can you categorize these situations?
- How has the complaint handling violated the justice dimensions of service recovery?
- What could have made the customers more satisfied? Which of the three dimensions seems to be most important on the basis of the selected cases?

Make suggestions on the basis of your analysis on how to improve complaint handling in this industry?

Guidelines for presentations

- You have 20 minutes maximum.
- Important part of the presentation is the theoretical part. Try to find additional readings to the topic that broaden the view of the book. On the other hand be careful with the presentation of it. Do not spend too much time with presenting the general theories behind the topic, just illustrate that you understand it and use it as a framework.
- Make your presentation interesting and involving for the class.
- Use media wisely to communicate your ideas (legible transparencies with not too much text, use company websites, pictures, self-produced videos, etc.)
- Encourage class participation via direct questioning or discussion of problems. Open your presentation with relevant question to class.
- Concentrate on the questions in the assignment. If you have additional ideas feel free to use them, but only after you had answered the questions.

International grading scale

<i>Percentage achieved</i>	<i>International grade</i>
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Hungarian and ECTS grading scale

<i>Percentage achieved</i>	<i>Hungarian grade</i>	<i>ECTS equivalent</i>	<i>Explanation for the Hungarian grade</i>
87-100	5	A	Excellent
77-86	4	B	Good
67-76	3	C	Satisfactory
60-66	2	D	Pass
0-59	1	F	Fail
	Nem jelent meg	DNA	Did not attend (no credit)
	Nem vizsgázott	I	Incomplete (no credit)
	Aláírva	S	Signed (no credit)
	Megtagadva	R	Refused (no credit)

2SM95NAK02M - Quantitative Methods
Marketing
Spring, 2016-2017

Course leader:	Sándor BOZÓKI, Phd
Lecturer(s):	Sándor BOZÓKI, Associate Professor Ágnes CSEH, Assistant Lecturer
Department:	Operations Research and Actuarial Sciences
Office hours:	Friday 13:00-14:00, Salthouse 208/a (Bozóki) Tuesday 11:40-13:10, Salthouse 208/a (Cseh)
Availability:	Phone number: +482 7448 (Bozóki) +482 7448 (Cseh) Room: Salthouse 208/a Email addresses: sandor.bozoki@uni-corvinus.hu cseh.agnes@krtk.mta.hu
Course type:	Core
Prerequisites:	Basic knowledge of linear programming and probability theory
Credits:	6
Number of hours per semester	Two 90 minute classes (1 lecture + 1 seminar) per week
Time of class:	Tuesday 13:40-17:00
Venue:	C:109

Aims and objectives and description of the course:

The purpose of the course is to provide a sound conceptual understanding of several quantitative models and methods which are frequently and successfully applied in managerial decision making; and more generally, to demonstrate the possibilities and limitations of the quantitative approach in the analysis of decision situations.

Learning outcomes:

The students who complete the course successfully will be

- aware of the power and usefulness, but also the possible pitfalls of using quantitative methods in the analysis and solution of complex decision situations;
- able to build simple mathematical models most appropriate for the available data;
- cognizant of the solution techniques available to solve these models;
- able to use spreadsheet or other specialized computer software to perform the solution;
- able to make sense of the computer outputs, and to perform what-if analysis.

Course description:

The course is application oriented: several types of managerial decision problems are considered that can be adequately represented by quantitative models and can be solved by mathematical methods. The emphasis is on model formulation, though rudiments of the solution methods are also discussed. Technical details of the methods and the actual computations are left to well-known computer softwares (like Excel Solver). The interpretation of the numerical solutions in the context of the decision situations is also stressed.

The main topics are applications of linear programming optimization in various fields (like marketing, finance, operations management, network distribution), project scheduling techniques, decision analysis under uncertainty, inventory models, and analysis of waiting lines.

Methodology to be used:

There are 14 lectures + 14 seminars during the term, 90+90 mins per week. Class time is mostly devoted to explaining the material, formulating decision models and demonstrating their computer solution, though problems and questions raised by the students in connection with their homeworks are also discussed and answered.

Compulsory readings:

Lawrence J. A. and Pasternack B. A.: *Applied Management Science: Modeling, Spreadsheet Analysis, and Communication for Decision Making, 2nd Edition*, selected chapters. Wiley, 2002.

Detailed class schedule, 1st – 15th week:

DATE OF CLASS	TOPICS TO BE DISCUSSED	READINGS
<u>Week 1</u> Jan/30	-- Introduction to quantitative modelling -- The management science process and model building	1.1-3 1.4-6
<u>Week 2</u> Feb/07	-- Overview of linear programming -- Solutions of linear programming models	2.1-2, 2.5, 2.11 3.1-3
<u>Week 3</u> Feb/14	-- Sensitivity analysis and duality -- Financial and management applications of linear programming	CD 2 3.4
<u>Week 4</u> Feb/21	-- Integer linear programming models -- Marketing applications of integer linear programming	3.5 Appendix 3.4
<u>Week 5</u> Feb/28	-- Decision models and criteria -- Bayesian analysis	6.1-4 6.5
<u>Week 6</u> Mar/07	-- Decision trees -- Decision making with sample information hand in Assignment 1	6.6 6.6
<u>Week 7</u> Mar/14	-- Review -- Practice	
<u>Week 8</u> Mar/21	Midterm (covering weeks 1-7);	
<u>Week 9</u> Mar/28	-- Project scheduling with known activity times -- Linear programming and project scheduling	5.1-3 5.4-7
<u>Week 10</u> Apr/03	-- Project scheduling with uncertain activity times -- Analysis and control of project time and cost	5.8-9 5.10-11
<u>Week 11</u> Apr/10	-- Matrix games -- Computing optimal strategies with linear programs	6.8 6.8
<u>Week 12</u> Apr/24	-- The Economic Order Quantity inventory model -- Quantity discounts in the EOQ inventory model	8.1-2 8.3-4
<u>Week 13</u> May/01	-- Production Lot Size and Planned Shortage models -- Single-period stochastic inventory model	8.5-6 8.8
<u>Week 14</u> May/08	-- Review -- Practice	
<u>Week 15</u> May/15	Final (covering weeks 9-14) hand in Assignment 2	

Assignments: There are two Case Project assignments, one in each quarter. Students will be given a verbally described decision situation with the necessary data. They must formulate an appropriate mathematical model, solve it with the help of a computer program, interpret the output in context of the decision problem, and answer related what-if questions.

Homework problems will be assigned regularly. Solving these problems is indispensable for mastering the subject and developing skills, so it is strongly recommended, although formally not required. These practice problems also serve as examples for exam questions.

Assessment, grading:

Students' achievement in the course are assessed as follows:

Case assignment 1	20%
Midterm exam (90 mins; covers first quarter)	30%
Case assignment 2	20%
Final exam (90 mins; covers second quarter)	30%.

The total score is converted to a course grade according to the following scale, provided at least 10 (out of 30) points are achieved on both in-class exams.

0 – 59%	1	fail
60 – 69%	2	pass
70 – 79%	3	satisfactory
80 – 89%	4	good
90 – 100%	5	excellent

A comprehensive exam will be given (if grade needs to be improved) in the regular exam period. It will be a 100-minute in-class exam covering the whole semester. The achievement on the comprehensive exam replaces the total score of the midterm and final exams in the above composition, and it is given 60% weight. The course grade is determined by the above scale.

**2VL60NVGSCG – Global Strategy and Competitiveness
Business and Management Master Programs
Fall Semester, 2016/2017**

Course leader:	Erzsébet Czakó, Professor
Lecturer(s):	Erzsébet Czakó, Professor
Department:	Department of Business Studies, Institute of Business Economics
Office hours:	TBA
Availability:	Phone number: 482-5424
	Room: E137
	Email address: erzsebet.czako@uni-orvinus.hu
Course type:	Elective, master level
Prerequisites:	Standard graduate course on strategy
Credits:	6
Number of hours per semester	(in-class: 14x2x90=) 28
Time of class:	Tuesday, 15.30-17.00, 17.20-18.50
Venue:	E322

Aims and objectives and description of the course:

The aim of the course is to provide a basis on international and global strategy formulation concepts and tools, and its relatedness to national competitiveness in global context. The most relevant concepts and topics will be discussed and illustrated by case studies. Some of them are: semi-globalization; competitive advantage and internationalization; drivers of foreign market entry, selection of host country, multinational and global industries, configurations of multinational enterprises, notion of competitiveness for multinational enterprises and home, and host countries.

Learning outcomes:

After completing the course you may

- be aware of strategic challenges with multinational enterprises;
- be familiar and able to apply strategy concepts and tools for analyzing strategic issues in internationalization and global operations;
- be familiar with multinational enterprises from different part of the world and their challenges;
- have better understanding of MNEs' roles in shaping the national competitiveness;
- have upgraded skills and competences in analyzing and presenting management and conceptual problems as a team member.

Course description

The course is intended to give an overview on multinational enterprises (MNEs) and their role in home and host countries, to show their toolkit applicable in their strategy formulation, and to illustrate their role in national competitiveness. The course covers four broad areas: (1) internationalization of enterprises (2) multinational enterprises (MNEs) and their strategic management challenges; (3) global strategic management issues; and (4) enterprise and

national competitiveness from MNEs' viewpoint. Besides readings we rely on cases to expose, demonstrate and confront theoretical findings.

Some sessions wholly or partly (see italics in the schedule) will be devoted to case discussions and presentations. The aim of these sessions is to employ and crystallize that far discussed concepts and issues. Two classes are devoted to case discussions. Each case discussion is based on the assigned case analysis and its write-up. Some classes are for presentations will be devoted to presentations on assigned themes (see Presentation section later on). Selected topics of the presentations will be fixed not later than the 3rd week.

Methodology to be used:

This course uses a combination of lectures, discussions and small group (of 4 - 5 members) projects. Peer learning is emphasized throughout the course by small group projects and encouraging contribution in classes. Ppt files of every class and presentations are available in the **Moodle** system of CUB.

Detailed class schedule, 1st – 15th week:

<u>Date of class</u>	<u>Topics to be discussed, readings required for the class</u>
Week 1 Sept 6	Introduction. Strategic challenges of getting and being a multinational enterprise (TB, chapter 1) Cases: Foxconn.
Week 2 Sept 13	Resources, capabilities and internationalization (TB, chapter 3) Cases: Ryanair: the continuous search for low cost.
Week 3 Sept 20	Institutions and international industries (TB, chapters 2) Cases: Competing in the Indian retail industry.
Week 4 Sept 27	Foreign market entries (TB, chapter 5) Cases: Russian firms spread their wings Case discussion: SolarWorld USA. TB 140-146
Week 5 Oct 4	Entrepreneurship and small businesses (TB, chapter 6) Cases: Israel: the start-up nation. Presentation1: 1-3
Week 6 Oct 11	Growing and internationalizing small businesses Cases: Microfinances: macro success of global mass? Presentation1: 4-6
Week 7 Oct 18	Midterm exam – 20% (TB chapters 1-3 and 5-6)
Week 8 Oct 25	Challenges of international strategic alliances and networks (TB, chapter 7) Cases: BP, AAR, and TNK-BP
Week 9 Nov 8	Multinational strategies, structures, and learning (TB, chapter 10) Cases: Samsung's global strategy group.

Week 10 Nov 15	Roles and responsibilities of subsidiaries (TB, 10 and 4) Cases: A subsidiary initiative at Bayer MaterialScience North America Case discussion: 3i Group's Investment in Little Sheep, TB 443-455)
Week 11 Nov 22	The concepts of the Bottom of the Pyramid (BOP) and creating shared value (CSH) (TB, chapters 4 and 12) Cases: GE's reverse innovation from the base of the pyramid. Michael Porter on creating shared value.. Presentation2: 1-3
Week 12 Nov 29	National competitiveness (TB, chapter 4) Cases: The institution-based motivation behind emerging multinationals. Presentation2: 4-6
Week 13 Dec 6	MNEs and competitiveness. Wrap up. Cases: Emerging acquirers from China and India.
Week 14 Dec 13	Final exam – 20% (TB chapters 4, 7, 10, 12 and 14)

Assignments:

Individual assignments:

Your performance and learning will depend on the time you spend reading, analysing and preparing for class discussions. Without prior preparation you cannot participate in and contribute to the class discussions. Each class will require some reading of background material, and analysis of a challenging case. Please make sure that you are willing to put in the time required for the course. The benefit, hopefully, would be the development of an ability to understand, analyse and present strategic issues of MNEs in global context. Individual performance will be assessed by class participation and contribution, and final exam.

Small group assignments:

Small group work is to encourage team work and peer learning. Groups will be finalized in the 2nd week. Minimum 4 and maximum 5 person groups can be formed. No more than half of the team (two out of four, three out of five) members can come from the same country.

Two types of projects (case write-ups and presentations) are required where the performance of the group will be assessed. Each group is expected to submit two case write-ups and give two presentations. Obtained group score will be awarded to each group member regardless his or her individual contribution.

Assessment, grading:

Small group assignments - 40 %
Class participation and contribution - 20 %
Midterm and final exams – (20%+20%=) 40 %

Small group assignments

Case write-up project (20 out of 40%, 10 points each): We are going to analyse 2 integrative case studies. Each encompasses several issues that have been discussed that far. Please check on deadlines in the schedule and guidelines, and evaluation criteria in the **Moodle**. Conscious answers are requested for the assigned question at the end of each case. You are expected to employ your that far conceptual and theoretical knowledge.

Presentation projects (20 out of 40%, 10 points each): Two max. 20 minute in-class presentations are expected from each group. The 1st presentation (description of a MNE) is due in the 1st part of the semester. Groups are requested to select on out of the following MNEs: *Cemex, Gazprom, Foxconn, Infosys, McDonald's, Walmart, Wizzair, Xiaomi*.

The 2nd presentation is on a selected country in the 2nd part of the semester. Its aim is to provide an overview on the competitiveness of the country from the lens of MNEs. Each group should select one out of following ones: *Argentina, Czech Republic, Egypt, Great Britain, Hungary, Singapore, South Africa, Russia.*

Compulsory elements of each presentations: introductory slide (title, group members and their e-mails), agenda,, conclusions, resources. The ppt file should be submitted to your instructor not later than at the end of your presentation both in electronic and printed (6 slides per a page, double page print option) format.

Class participation and contribution

Regular and punctual attendance at every class session is expected at all degree programs at Corvinus University of Budapest. Each class covers material not found in the readings. Furthermore, participation in class discussions is an important part of the learning experience for all students as well as a factor in grading. If illness or another unusual circumstance requires missing a class, please do your best to inform your professor (or, if you cannot reach her, the Program Assistant: Ms. Krisztina Kulcsar-Kranyik, e-mail: krisztina.kulcsar@uni-corvinus.hu) in advance. You will be assigned an "F" grade if you miss 25% of classes.

Your score is based on the quality and frequency of your *contribution*. High quality contributions will be graded more highly than attempts to monopolize "air time." Examples of high quality participation can include but are not restricted to the following: concise summary of the main points of the assigned readings, concise summary of a solution to a problem, taking a chance to propose a solution to a problem or question, contributing novel insights into the discussion, sharing personal/professional experiences related to the topic at hand, highlighting the relevance of current events to the discussion topic, advancing the discussion by building on the work of others. The scale used is the following: 20 points = excellent, 16 points = very good, 14 points = good, 12 points = average, 10 points = fair; 8 points = poor, 0-7 points = I have no or very vague idea who you are and where you stand on issues discussed in class.

Midterm and final exams

Midterm and final exams will consist of essay questions. A closed book exam will be held in the week 7 (Oct. 18) and 15 (Dec. 13). You are expected to demonstrate your knowledge on discussed concepts and tools, and give illustrations for them by the discussed case studies. A check list and mock exam questions will be distributed a week before the midterm and the final exams.

Cheating, plagiarism

Any attempt at cheating or plagiarism in quizzes, assignments or at examinations shall result in an automatic "F" (fail) grade and the student will not be able to take either the final examination or the retake examinations, but shall have to retake the course in a subsequent semester.

Examinations and retake examinations

In keeping with the Corvinus Study and Examination Regulations, a total of 3 examination opportunities shall be offered (except for the CIEE courses where – in keeping with the American Educational Regulations only a single examination opportunity will be given, or the elective courses where professors can decide to offer only 2 opportunities). All examinations will be comprehensive (covering the whole semester's material.) The examinations will be spaced out during the official examination period, although the first examination (taking into consideration the foreign exchange students) will be held during the first week of the final examination period. Students returning home prior to the end of the official examination period do so at their own risk as no special consideration shall be given in such cases.)

Students must sign up for exams through the Students Information System (Neptun). The chosen exams may be modified not later than 24 hours prior to its start. Examinations held on Mondays are exceptions, since exams on Mondays must be signed up for no later than 72 hours prior to the start. (*Study and Examination Regulations 22.§ 2.*) Students not signed up for a given examination will not be allowed to take it.

Students signed up for a given exam but failing to take it will be given a “not present” (“nem jelent meg”) grade. While such a grade will not decrease the total number of times they can attempt the examination, it will result in a special administrative fee.

Compulsory reading - Textbook:

Peng, Mike W. (2014) *Global Strategic Management*. 3rd edition. South-Western Cengage Learning, international student edition, the assigned chapters (see the class schedule as **TB**) Please contact: <http://edu.cengage.co.uk/catalogue/product.aspx?isbn=1133953263>

Recommended reading:

Chikán, A. – Czakó, E. – Zoltay-Paprika, Z. (eds.) (2002): *National Competitiveness in Global Economy. The Case of Hungary*. Akadémiai Kiadó, Budapest

International grading scale

<i>Percentage achieved</i>	<i>International grade</i>
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Hungarian and ECTS grading scale

<i>Percentage achieved</i>	<i>Hungarian grade</i>	<i>ECTS equivalent</i>	<i>Explanation for the Hungarian grade</i>
87-100	5	A	Excellent
77-86	4	B	Good
67-76	3	C	Satisfactory
60-66	2	D	Pass
0-59	1	F	Fail
	Nem jelent meg	DNA	Did not attend (no credit)
	Nem vizsgázott	I	Incomplete (no credit)
	Aláírva	S	Signed (no credit)
	Megtagadva	R	Refused (no credit)

Online and Digital Marketing

Syllabus 2017/2018 Fall Semester

Department:

Marketing and Media Institute – Department of Media, Marketing
Communications and Telecommunications
(Room E 313., <http://marketing.uni-corvinus.hu>)

Course schedule

2+2 classes per week

Date and place:

Wednesdays

#1: Wednesday 9:50-13:10 (S.2.217)

#2: Wednesday 13:40-17:00 (S.2.217)

Course responsible: Ákos Varga, Ph.D.

Availabilities:

Name	Office hours	Room	E-mail
Ákos Varga	Mondays 15:30-17:00 Appointment: https://goo.gl/izB5os	E337	akos.varga@uni-corvinus.hu

Online and digital marketing is an exciting area of marketing practice. In this course, we will cover the what, why, where, to whom and how of major current online and digital marketing approaches. The course will cover the different areas of marketing, and so include the marketing mix elements from consumer behaviour, digital products, technology aspects, innovation acceptance, online pricing, online distribution, online and digital communication.

We will put special focus on selected specific areas of online presence, content creation and communication interactions as search engine marketing, social media channels and participation in audience interactions.

In addition to those specific topics, three key messages are woven throughout the course. First, establish habits for keeping up to date on emerging digital technologies relevant to business and to marketing. Second, rise to the challenge of developing strategy to guide tactics. Third, showing the new content creator role of today's marketers.

This course is for students who want to learn about marketing in the new media environment.

The course provides an in-depth look at marketing from the standpoint of analysing online campaigns, as well as examining the interplay between emerging technologies and changing consumer behaviours. In this course, social marketing (inclusive of blogs, wikis, and social networks), new media technologies (mobile platforms, gaming), and online measurement and promotion tactics (SEO, advertising metrics) will be explored. A key objective of this course is to give students a comprehensive understanding of how to integrate online marketing and communication with more traditional forms of the same.

The course will include market professionals and academic researchers as invited speakers in some areas of the online and digital marketing (e.g. E-business, strategic online marketing, search engine marketing).

The course will provide **considerable** practical and theoretical workload for students including small exercises, project work, presentation, social media work, etc.

Expected learning outcomes

- Explain the importance of digital campaign tools, planning, implementing and monitoring digital marketing.
- Explain the role of the essential elements of digital campaigns and describe the links between each technique.
- Evaluate a current digital communications campaign.
- Recommend improvements to a specified digital communications campaign.
- Explain how the digital communication mix can be measured and monitored effectively.
- Appraise different planning approaches and marketing environmental factors that influence online marketing activity.
- Review the similarities and differences between online and traditional marketing concepts and applications.
- Discuss key stages in online development using relevant business models.
- Analyse the ways in which the Internet has changed the marketing mix elements and how organisations employ them creatively in the digital environment.
- Review the importance of target marketing and the emerging buyer behaviour characteristics of the online consumer and how organisations can respond to meet changing behaviour and expectations.

Methodology to be used:

The course is a combination of short lectures, seminars, discussions and presentations.

The course is designed to generate active student contribution during the sessions, therefore each session is built on the introduction of a theoretical concept that is illustrated with real life examples either brought in by students, industry experts or the instructor.

Examples brought in the session serve as a basis for discussion, as the phenomenon of online and digital marketing only comes to life in practice.

Each session will be a combination of the instructor or students' short introduction to the assigned topic, students' short presentations of a chosen area and group discussion of the illustration.

Industry experts, representatives of the international advertising practice will make theoretical concepts more applicable and vivid for students.

Weekly schedule:

Week	Topic	Seminar Topic
1. Sept. 6.	Introduction to online and digital marketing course Dimensions of online and digital marketing	Online marketing: The "client" point of view
2. Sept. 13.	Past, present and future of digital marketing: Trends and insights	Forming the working groups Discussion of the group projects Content Management (social media management project: Blog, FB fanpage, Twitter channel)
3. Sept. 20.	Information sources in online marketing planning	E-marketing plan: actors, spaces. Introduction to search engine marketing
4. Sept. 27.	A strategic approach to electronic marketing (situation analysis, objectives, strategy, tactics, organization, control)	A strategic approach to electronic marketing (situation analysis, objectives, strategy, tactics, organization, control)
5. Oct. 4.	E-business and online marketing	DIY in online marketing: SEM, SEO, SEA – Google Adwords, Google Analytics
6. Oct. 11.	Case studies	Case studies
7. Oct. 18.	Mobile marketing	Panel discussion #1
8. Oct. 25.	Online marketing challenges	Panel discussion #2
9.	AUTUMN BREAK	

Nov. 1.		
10. Nov. 8.	Selling online, the e-distribution: E-bay and others	Panel discussion #3
11. Nov. 15.	Social Media Marketing	Panel discussion #4
12. Nov. 22.	Facebook, Twitter, LinkedIn, Youtube and the blogosphere - Social Media as a 360° integrated communication tool	Panel discussion #5
13. Nov. 29.	Value in the online environment: creating, communication, delivering value	How to reach successfully local consumers with global message
14. Dec. 6.	Students project presentations	

The weekly topics and classes may vary upon the availability of invited speakers!

The presentation and examples of the invited speakers are part of the examination as well! Please note that we cannot ensure the upload of the electronic version of the presentations in case of invited speakers, so it is highly recommended to take notes during the lectures!

Grading system:

Semester activity:	50 points
Panel discussion project:	25 points
Online marketing plan project:	25 points
Final test:	50 points

Students have to reach 50 % of the maximum points in each part of the grading system in order to get a final grade. The lack of the half of the sub-points means that the final grade is fail (1). Three classes may be missed without consequences.

Semester activity:

Group projects - working group size is about 5 students

1) Online marketing plan (25 points)

The course is accompanied with a comprehensive task that students will have to solve in a small group. The students will be given an online marketing problem (client brief) that is not present in the country where the course is actually given. The task: students will have to make a strategic online and digital marketing focused solution for the given marketing and communication problem. The project

includes the understanding of the client brief, rebriefing, data collection, market research, target audience definition, marketing and communication goal identification and definition of Key Performance Indices (KPI), detailed strategic and tactical plan of the marketing solution and measurement plan of the results.

Content of the work: primary and secondary collection of data, marketing strategy planning, creative and media recommendations.

The students will receive the brief and start to work on the project after the first month.

Evaluation of the projects: Strategic approach and answer, analysis (data and conclusions), creativity and uniqueness of the solution, answer to the clients problem, presentation (team spirit, presentation outlook, oral presentation quality).

Outcome: 25 minutes presentation

Only the students participating in the oral presentation at the end of the semester may receive the points of this project.

Evaluation: Written campaign plan, Campaign management (5 points)

Final presentation (15 points), group discussions and class participation (5 points)

2) Panel discussion project (25 points)

The class will be divided into 5 groups; the group members will work together during the semester. The groups will have 4 different roles on the podium talks. For more details see the description available on moodle.

3) Seminar work individual points

Class presence and participation will be included in the individual evaluation. Students could earn 5 extra points at maximum during the semester for remarkable contributions to the seminar work.

Compulsory readings:

- Rob Stokes (2013): eMarketing: The essential guide to digital marketing, 5th ed., Quirk eMarketing (Pty) Ltd.
<http://www.quirk.biz/emarketingtextbook/download>
- Selected readings provided by the lecturer
- Lecture and seminar materials
- Tom Funk (2013): Advanced social media marketing. Apress. ISBN-13 (pbk): 978-1-4302-4407-3
- Joan Van Tassel, Lisa Poe-Howfield (2010): Managing Electronic Media. Elsevier, ISBN 978-0-240-81020-1

Suggested readings:

- Arens, William F., Michael F. Weigold, Christian Arens (2013). Contemporary advertising and integrated marketing communications, New York: McGraw-Hill Irwin, 14th Edition, ISBN 978-0-07-131838-9

- Thomas, Lorrie (2010): Online Marketing (McGraw-Hill 36-Hour Courses). McGraw-Hill, New York -: Chapter 4 (Content Marketing - pp. 53-70); Ch. 10 (E-Mail Marketing; pp. 173-192); Ch. 11 (Online Public Relations; pp. 193-210); Ch. 12 (Managing Multitasking Web Marketing; pp. 211-232).
- Thomas, Lorrie (2010): Online Marketing (McGraw-Hill 36-Hour Courses). McGraw-Hill, New York - Chapter 5 (Blogging - pp. 71-98); Ch. 6 (Social MediaMarketing; pp. 99-118)
- Rashi Glazer (1997): Strategy and Structure in Information-Intensive Markets: The Relationship Between Marketing and IT, Journal of Market Focused Management, 2, 65–81
- Rashi Glazer (1999): Winning in Smart Markets, Journal of Interactive Marketing, 13(1), 2-4
- Miles, Chris (2010): Interactive Marketing: Revolution or Rhetoric?. Routhledge, New York
- Advertising Age Digital (<http://adage.com/>)
- E-marketer (www.emarketer.com)
- Internet World Statistics (<http://internetstatstoday.com>)
- Alexa the Web Information Company (<http://www.alexa.com>)
- Google Analytics Official Website (<http://www.google.com/analytics>)
- Internet Advertising Bureau homepage
- EU Kids Online - Research - Department of Media and Communications (<http://www2.lse.ac.uk/media@lse/research/EUKidsOnline/Home.aspx>)

International grading scale

<i>Percentage achieved</i>	<i>International grade</i>
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Hungarian and ECTS grading scale

<i>Percentage achieved</i>	<i>Hungarian grade</i>	<i>ECTS equivalent</i>	<i>Explanation for the Hungarian grade</i>
87-100	5	A	Excellent
77-86	4	B	Good
67-76	3	C	Satisfactory
60-66	2	D	Pass
0-59	1	F	Fail
	Nem jelent meg	DNA	Did not attend (no credit)
	Nem vizsgázott	I	Incomplete (no credit)
	Aláírva	S	Signed (no credit)
	Megtagadva	R	Refused (no credit)

Budapest, September 1st, 2017

Ákos Varga, Ph.D.

293NORV516M – Decision Making Skills

CEMS Elective, Elective

Fall 2016-2017

Course leader:	Professor Zita Zoltay-Paprika, Head of Department
Lecturer(s):	Professor Zita Zoltay-Paprika, Head of Department
Department:	Department of Decision Sciences
Office hours:	Wednesdays: 9:00 – 11:00 a. m., Main Building, #199
Availability:	Phone number: +36 1 482 5322 Room: Main Building, #199 and #175.1 Email address: zita.paprika@uni-corvinus.hu
Course type:	CEMS Elective, Elective
Prerequisites:	The course relies heavily on other fields of management studies, like Strategic Management and Organisational Behaviour. However, there are no prerequisites.
Credits:	6
Number of hours per semester	Two 90 minute classes per week, 1 lecture and 1 seminar (1+1)
Time of class:	Wednesdays 13:40 – 15:10 and 15:30 – 17:00
Venue:	C 416

Aims and objectives and description of the course:

This course will provide an overview of the field of behavioral decision making and decision analytical perspectives. It addresses both the theoretical and practical processes and skills of decision making at the individual, organisational and social levels.

Learning outcomes:

The following is a partial list of course objectives:

- Gain an understanding of central concepts in decision making
- Understand the intersection of analytical and behavioral perspectives on decision making
- Develop expertise in decision making
- Improve decision making skills
- Develop ability to think critically
- Learn to avoid common decision making traps

Course description

The course starts with a short historical introduction to give an understanding of the field of decision theory. This is followed by a primarily problem-centred approach to the subject, which incorporates a number of case studies, role playing, self-assessment tests and various applications. The course provides a comprehensive examination of issues in personal decision making: how to describe the processes involved in forming judgements, how to plan actions and evaluate consequences, how to understand the dynamics of social decision making in the context of conflicting personal objectives, how to manage risk. Techniques for aiding decision making and methods for embedding these techniques into the decision making processes are explored and investigated.

The course content also relates to the multiple disciplines, organisational contexts and professional domains in which managers may work. Problem structuring, modelling, decision making and its techniques are covered with emphasis on their managerial aspects. Therefore the course will concentrate on what are sometimes called 'ill structured' decision problems. We will not use „ready-made“ problems, but those where, at the outset, there is uncertainty about how to represent the structure of the decision problem, how should consequences of courses of action be conceptualised, and what other acts and events might intervene before consequences are reached. We will also examine the extent to which representing the decision problem is the best way to improve the communicative competence of the participants who have to do something about it. We shall examine how decision theory, originally developed as a theory for individual decision making, can be improved as a theory for organisational and social decision making and look at problems which have been associated with attempts to do this.

Methodology to be used:

Each class, we will cover an area in depth and discuss some of the critical issues that have been raised with regard to the theory and experimentation. We will use short cases, group work and group discussions. Students are expected to attend all class meetings and to be prepared.

Detailed class schedule, 1st – 15th week:

Class schedule	Topics to be discussed
<u>Week 1 (06/09/2017)</u>	Introduction to the Course / Problem Solving
<u>Week 2 (13/09/2017)</u>	Different Approaches, Schools of Decision Making
<u>Week 3 (20/09/2017)</u>	Prescriptive Schools of Decision Making
<u>Week 4 (27/09/2017)</u>	Bounded Rationality
<u>Week 5 (04/10/2017)</u>	Creative Decision Making
<u>Week 6 (11/10/2017)</u>	Rational and Irrational Choices
<u>Week 7 (18/10/2017)</u>	Midterm Exam
<u>Week 8 (25/10/2017)</u>	Group Decision Making
<u>Week 9 (01/11/2017)</u>	Fall Break
<u>Week 10 (08/11/2017)</u>	Fligby I Leadership and Decision Making
<u>Week 11 (15/11/2017)</u>	Conflicts and Negotiations
<u>Week 12 (22/11/2017)</u>	Social Choice
<u>Week 13 (29/11/2017)</u>	Fligby II Leadership and Decision Making
<u>Week 14 (06/12/2017)</u>	Managing Risk and Uncertainty: Risk Perception and Management Prospect Theory and Framing
<u>Week 15 (13/12/2017)</u>	Final Exam
	Make-up Exam

Assignment

During 2 sessions (08/11/2017 and 29/11/2017) students will have the opportunity to experience FLIGBY, a global-#1-award-winning serious game, developed by world-famous [Prof. Mihaly Csikszentmihalyi](#), the founder of positive psychology and Flow-theory.

FLIGBY is Csikszentmihalyi's official leadership development program, which is driven by 150+ *decisions*, which will also be the basis for establishing personal leadership and management skills profile after the game.

The Challenge is to make business decisions, which balance four dimensions: Move individuals into Flow-state-of-mind, keep the group and organizational atmosphere high, improve profitability but also consider sustainability aspects. However, hopefully students will experience 'Learning-Flow' (again).

Before the class students are expected to:

a) Read this blog entry series: <http://flowleadership.org/the-theory-of-flow-and-its-relevance-for-organizations-1st-part-from-the-working-paper/>

b) Explore the following sites and try to get a general understanding of Flow, Fligby, Serious Games and our intellectual eco-system:

www.flowleadership.org

<https://plus.google.com/113991100502946482648/palette>

<https://plus.google.com/collection/ID7fx>

www.facebook.com/fligby/

c) [Please register here](#) for your FLIGBY game access code. The deadline is 2 days before our 1st FLIGBY session and you will receive your code during our 1st session – please bring, if possible, a laptop and earphones with you also.

Expected course work:

a) Completing the [course blog](#) (including the feedback form) in continuous pace (as outlined in the blog: After scene #1, until scene #9, after scene #10 but before scene #22). You are expected to write 1-2 paragraphs to each of the 10 blog questions.

b) Timely completion of the game according to the pace stipulated in the course blog.

c) Active participation on all sessions.

In case of any question please contact Zoltán Buzády (zoltan@buzady.hu).

Assessment, grading:

Grades are earned by the students based on their class attendance, active class participation, their achievements in the assignment (Fligby) and midterm and final exam.

Grades are not negotiable. Any attempt at negotiation may potentially result in official disciplinary action!

Course participation (attendance and active participation) and a FLIGBY assignment constitute 10% and 20%. There is a Midterm Exam (35%) and a Final Exam (35%) and these exams will give the remaining 70% of the points. On the basis of the extent to which students have fulfilled these four conditions they will receive their marks at the end of the semester:

10% class attendance and participation

20% FLIGBY assignment
35% midterm exam
35% final exam

Class attendance:

Class attendance is mandatory. **Participation in lectures** is an important part of the learning process and understanding of the subject, and the tutor has the right to make a so-called 'positive attendance sheet'. Based on the 'positive attendance sheet' the tutor can give 5% extra points beyond all the points obtainable for the final grade. **Attendance of the seminars is compulsory.** The acceptable level of absence is $\frac{1}{4}$ of all lessons (i.e. 3 seminars). **In exceptional cases** (hospital treatment, permanent illness) provided that the total absence is less than 50%, the tutor can (if he/she so decides) give an opportunity for supplement. *Study and Examination Regulations – 21§ (3) and (5)*

Simple doctor's certificates will not be accepted. If the student has exceeded the maximally allowed number of absences, only verifiable, official hospital- or treatment center documentation proving hospital treatment or permanent illness shall be accepted.

Students whose absence from the seminars exceeds the maximally allowed 3 occasions (partial seminar attendance is counted as absence), will be given a "not signed" (aláírás megtagadva) grade. Students receiving the "not signed" grade will not have the option of taking either the final or any of the retake examinations, but shall have to retake the course in a subsequent semester.

Students who in any way disrupt a class (lecture or seminar) will be warned once. If the student's disruptive behavior continues after the first warning, the tutor has the right to send the student out of the room and note that the student has been absent from the given class.

Cheating, plagiarism

Any attempt at cheating or plagiarism in quizzes, assignments or at examinations shall result in an automatic "F" (fail) grade and the student will not be able to take either the final examination or the retake examinations, but shall have to retake the course in a subsequent semester.

Examinations and retake examinations

In keeping with the Corvinus Study and Examination Regulations, a total of 3 examination opportunities shall be offered (except for the CIEE courses where – in keeping with the American Educational Regulations only a single examination opportunity will be given, or the elective courses where professors can decide to offer only 2 opportunities). All examinations will be comprehensive (covering the whole semester's material.) The examinations will be spaced out during the official examination period, although the first examination (taking into consideration the foreign exchange students) will be held during the first week of the final examination period. Students returning home prior to the end of the official examination period do so at their own risk as no special consideration shall be given in such cases.)

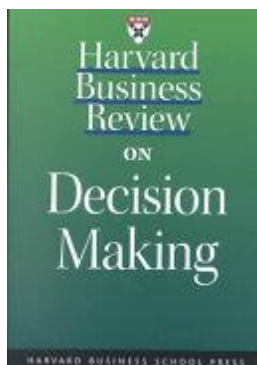
Students must sign up for exams through the Students Information System (Neptun). The chosen exam may be modified not later than 24 hours prior to its start. Examinations held on Mondays are exceptions, since exams on Mondays must be signed up for no later than 72

hours prior to the start. (*Study and Examination Regulations 22. § 2.*) Students not signed up for a given examination will not be allowed to take it.

Students signed up for a given exam but failing to take it will be given a “not present” (“nem jellent meg”) grade. While such a grade will not decrease the total number of times they can attempt the examination, it will result in a special administrative fee.

Compulsory reading:

https://books.google.hu/books/about/Harvard_Business_Review_on_Decision_Making.html?id=XIlp202Ad-sC&redir_esc=y

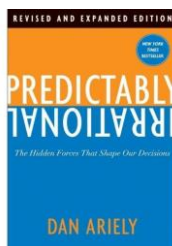


Occasionally articles will be uploaded by the Lecturer in the Moodle.

Recommended readings:

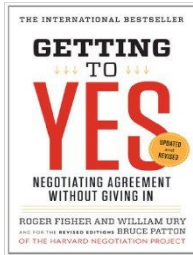


Harvard Business Review on Making Smart Decisions (Harvard Business Review Paperback Series) Paperback – April 12, 2011

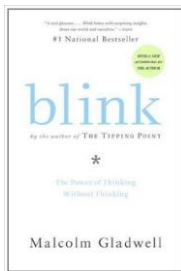


Ariely, Dan: *Predictably Irrational*, Harper Collins, NY, 2009

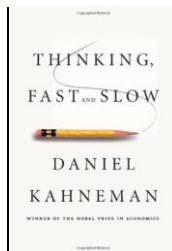
[https://www.scribd.com/document/182784058/Predictably-Irrational-The- Hidden-Forces-That-Shape-Our-Decisions-pdf](https://www.scribd.com/document/182784058/Predictably-Irrational-The-Hidden-Forces-That-Shape-Our-Decisions-pdf)



Fischer, Roger – Ury, William: *Getting to YES*, Penguin Books, England, 2011



Gladwell, Malcolm: *Blink*, Blink: The Power of Thinking Without Thinking Paperback – April 3, 2007



Kahneman, Daniel: *Thinking Fast and Slow*, Farrar, Straus and Giroux, New York, 2013

Grading: Any deviation from this table must be indicated (in which case the table below should be deleted) and must also be communicated to the ISP Office.

International grading scale

<i>Percentage achieved</i>	<i>International grade</i>
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Hungarian and ECTS grading scale

<i>Percentage achieved</i>	<i>Hungarian grade</i>	<i>ECTS equivalent</i>	<i>Explanation for the Hungarian grade</i>
87-100	5	A	Excellent
77-86	4	B	Good
67-76	3	C	Satisfactory
60-66	2	D	Pass
0-59	1	F	Fail
	Nem jelent meg	DNA	Did not attend (no credit)
	Nem vizsgázott	I	Incomplete (no credit)
	Aláírva	S	Signed (no credit)
	Megtagadva	R	Refused (no credit)

293NPSYV311 – Personality Types and Team Dynamics
International Study Programs
Fall Semester, Academic Year 2017-2018

Course leader:	Newell Mark
Lecturer(s):	Newell Mark
Department:	International Study Programs
Office hours:	By Appointment
Availability:	Phone number:
	Room: 157
	Email address: mark.newell@uni-corvinus.hu
Course type:	Elective
Prerequisites:	
Credits:	6 ECTS / 3 ISP
Number of hours per semester	Total number of 90 minute sessions = 29
Time of class:	Group 1: 9:50-13:10, Mondays, C-205 Group 2: 13:40-15:10, Tuesdays, C-108; 13:40-15:10, Wednesdays, C-203
Venue:	TBA

Aims and objectives and description of the course:

This course offers knowledge and practical experience related to group dynamics and teamwork in the organizational context. Course content draws from a large body of group dynamics research in psychology, applied social science, and management. Additionally, this course incorporates the use of the personality models – such as Psychological Type - in team development.

This course offers knowledge and practical experience related to processes and issues that teams face: team development, social dilemma, communication, conflict, power, decision-making, leadership, problem solving, creativity, diversity, virtual teamwork, culture, reward systems, and training.

Students synthesize course content in a final service-learning group project in the community.

Learning outcomes:

- Understand underlying processes of teamwork: team development, motivation, coordination, collaboration, and communication. Use this knowledge in class exercises and in a group project.
- Learn how to address common issues that teams face: conflict, power struggle, group decision-making challenges, leadership, problem solving, team creativity, diversity dynamics, virtual teamwork, culture, team-based reward systems, and training.
- Know and correctly use concepts from Psychological Type and Type Dynamics.
- Work with a small team (3) of classmates to carry out a service-learning team-analysis project in the community.

Course description:

This course offers knowledge and practical experience related to group dynamics and teamwork in the organizational context. Course content draws from a large body of group dynamics research in psychology, applied social science, and management.

The modern professional team environment emphasizes the value of diversity and the strengths of its members. More than ever, today's leaders must gain insight into individual differences in order to maximize talents, reframe potential sources of misunderstanding, and facilitate collaboration.

This course offers knowledge and practical experience related to processes and issues that teams face: team development, social dilemma, communication, conflict, power, decision-making, leadership, problem solving, creativity, diversity, virtual teamwork, culture, reward systems, and training.

This course emphasizes self-discovery and is highly interactive. In addition to providing academic content, the aim of this course is to facilitate student's self-awareness and self-reflexivity. Several personality or personal style assessments will be administered during the course, each of which contains only positive or neutral concepts and language.

Students will be equipped as practitioners of Psychological Type Theory, one of the most widely used frameworks for personality assessment and team development in the business world today. Students synthesize course content in a final service-learning group project in the community.

Methodology to be used:

Besides introducing relevant theory and concepts, guest interviews, group exercises, and team-assessments will help develop competence for understanding and improving team situations. This class will be highly interactive and will emphasize self-discovery. Students will work in small teams to complete a service-learning project.

Detailed class schedule, 1st – 15th week:

Topics to be discussed, readings required for the class	
Unit 1: Diversity and Personality	
Week 1	<ul style="list-style-type: none"> • Overview of course and expectations; • Topic 1a: Diversity Dynamics in Teams • Topic 1b: Five Dysfunctions of a Team (Patrick Lencioni) • Topic 1c: Current Trends in the Study of Group Dynamics
Week 2	<ul style="list-style-type: none"> • Topic 2: Introduction to Personality Psychology • Topic 3: Using the MBTI for Understanding and Developing Teams
Week 3	<ul style="list-style-type: none"> • Topic 4: Appreciative Inquiry and Team Analysis • Topic 5: Individual Assessment and Ethics
Unit 2: Processes of Teamwork	
Week 4	<ul style="list-style-type: none"> • Topic 6: Understanding Teams and Team Success • Topic 7: Team Efficacy and Motivation • Group Project Proposal Due <p><i>Textbook Reading: Levi, chapters 1 & 2</i></p>
Week 5	<ul style="list-style-type: none"> • Topic 8: Perspectives on Team Development • Topic 9: Social Psychological Phenomena in Groups <p><i>Textbook Reading: Levi, chapters 3 & 4</i></p>
Week 6	<ul style="list-style-type: none"> • Topic 10: Competition, Cooperation and Social Dilemma in Teams • Target-team Acquisition Due <p><i>Textbook Reading: Levi, chapter 5</i></p>
Week 7	<ul style="list-style-type: none"> • Mid-Term Exam (content from weeks 1-6)
Week 8	<ul style="list-style-type: none"> • Topic 11: Communication <p><i>Textbook Reading: Levi, chapters 6</i></p>
Week 9	<ul style="list-style-type: none"> • Topic 12: MBTI Type Dynamics
Unit 3: Issues that Teams Face	
Week 10	<ul style="list-style-type: none"> • Topic 13: Conflict Management • Topic 14: Power and Social Influence Tactics • Topic 15: Decision Making Strategies for Teams <p><i>Textbook Reading: Levi, chapters 7, 8, & 9</i></p>
Week 11	<ul style="list-style-type: none"> • Topic 16: Situational Leadership • Target-team Interviews Due <p><i>Textbook Reading: Levi, chapters 10, 16, & 17</i></p>

Unit 4: Organizational Context of Teams	
Week 12	<ul style="list-style-type: none"> • Topic 17: Evaluating and Rewarding Teams • Topic 18: Training Teams • Topic 19: Virtual Teamwork • Group Project Team Consultations <p><i>Textbook Reading: Levi, chapter 15</i></p>
Week 13	<ul style="list-style-type: none"> • Group Projects and Presentations Due
Week 14	<ul style="list-style-type: none"> • Topic 20: Evaluating Traditional Team Building Methods • Class Team Reflections • Final Exam Review
Week 15	<ul style="list-style-type: none"> • Final Exam • Group 1: Final Exam will be held on Monday, December 11, 10:00-12:00, Venue TBA • Group 2: Final Exam will be held on Tuesday, December 12, 14:00-16:00, Venue TBA
Additional Exam Opportunities	<ul style="list-style-type: none"> • 2nd Exam Opportunity will be held on Friday, December 15th, 12:00-14:00, Venue TBA • 3rd Exam Opportunity will be held on Monday, December 18th, 12:00-14:00, Venue TBA

Class Team Exercises (10%):

In-class and out-of-class exercises for group project teams are given to facilitate learning and progress in the group project throughout the semester. There will be 6 exercises or case studies given during class throughout the semester, each counting 1% of the overall course grade. An “escape room” team challenge and analysis assignment will count 2% of the overall course grade. Participation in the Group Project Team Consultation on week 12 will count 2% of the overall grade.

Group Project (20%): Due on week 13

Students will work in groups of 3 to find, interview, and analyze a functional team in the community. This target team should consist of at least 4 members and have a clear mission or purpose. Interviews are based on course content and will be approximately 30-45 minutes each. Once the interviews are complete, students will use knowledge from the course to analyze the target team and to propose a plan for team development. Individual grades will be a product of the group’s project score and individual

participation. Classroom exercises and case studies throughout the semester are designed to facilitate learning and progress in the group project.

Assessment, grading:

Grades are **earned** by the students based on their class attendance, class participation, their achievements in the assignments (group or otherwise) and any quizzes, homework and midterm and final exam (where applicable). If the student completed at least one of the course takes either in full or in part, the subject can only be closed with a grade.

Grades are not negotiable. Any attempt at negotiation may potentially result in official disciplinary action!

Class Team Exercises = 10%
Group Project = 20%
Midterm Exam = 35%
Final Exam = 35%

Passing the final exam is a prerequisite for passing the course. If a student fails the final exam, he or she will fail the course.

Class attendance:

Class attendance is mandatory. **Participation in lectures** is an important part of the process and understanding of the subject, and tutors have the right to make a so-called 'positive attendance sheet'. Based on the 'positive attendance sheet' the tutor can give 5% extra points beyond all the points obtainable for the final grade. **Attendance of the seminars is compulsory.** The acceptable level of absence is $\frac{1}{4}$ of all lessons (i.e. 3 seminars). **In exceptional cases** (hospital treatment, permanent illness) provided that the total absence is less than 50%, the tutor can (if he/she so decides) give an opportunity for supplement. *Study and Examination Regulations – 21§ (3) and (5)*

Simple doctor's certificates will not be accepted. If the student has exceeded the maximally allowed number of absences, only verifiable, official hospital- or treatment center documentation proving hospital treatment or permanent illness shall be accepted.

Students whose absence from the seminars exceeds the maximally allowed 3 occasions (partial seminar attendance is counted as absence), will be given a "not signed" (aláírás megtagadva) grade. Students receiving the "not signed" grade will not have the option of taking either the final or any of the retake examinations, but shall have to retake the course in a subsequent semester.

Students who in any way disrupt a class (lecture or seminar) will be warned once. If the student's disruptive behavior continues after the first warning, the tutor has the right to send the student out of the room and note that the student has been absent from the given class.

Cheating, plagiarism

Any attempt at cheating or plagiarism in quizzes, assignments or at examinations shall result in an automatic "F" (fail) grade and the student will not be able to take either the final examination or the retake examinations, but shall have to retake the course in a subsequent semester.

Examinations and retake examinations

In keeping with the Corvinus Study and Examination Regulations, a total of 3 examination opportunities shall be offered (except for the CIEE courses where – in keeping with the American Educational Regulations only a single examination opportunity will be given, or the elective courses where professors can decide to offer only 2 opportunities). All examinations will be comprehensive (covering the whole semester's material.) The examinations will be spaced out during the official examination period, although the first examination (taking into consideration the foreign exchange students) will be held during the first week of the final examination period. Students returning home prior to the end of the official examination period do so at their own risk as no special consideration shall be given in such cases.)

Students must sign up for exams through the Students Information System (Neptun) The chosen exams may be modified not later than 24 hours prior to its start. Examinations held on Mondays are exceptions, since exams on Mondays must be signed up for no later than 72 hours prior to the start. (*Study and Examination Regulations 22.§ 2.*) Students not signed up for a given examination will not be allowed to take it.

Students signed up for a given exam but failing to take it will be given a "not present" ("nem jelent meg") grade. While such a grade will not decrease the total number of times they can attempt the examination, it will result in a special administrative fee.

Academic Dishonesty:

In the case of academic dishonesty or plagiarism, the student may receive a failing grade in the course.

Absence from Exams:

In the case that a student is not present for an exam, assignment or presentation, the student may present a written or verbal explanation to the professor to receive the opportunity to make-up the exam, assignment or presentation.

Informed Consent:

By registering and participating in this course, you are indicating that you understand the nature of the course and that you agree to voluntarily participate in course activities. If you have any questions or concerns about your confidentiality, you may contact the instructor at any time.

Please consider the following:

- This class will be highly interactive and will emphasize self-discovery.
- Several personality or personal style assessments will be administered during the course.
- In the case of assessment tools and instruments that use positive or neutral language, students' personal results may be used in class as a basis for discussing group and team dynamics. Discussions will emphasize celebrating strengths and becoming aware of blind-spots or areas in which to develop.
- While covering the Five Factor Model of dispositional traits, students will complete an assessment based on the Five Factor Model. This model identifies an individual's disposition on five different scales. High or low scores on some of these scales may be associated with healthy or unhealthy behavioral tendencies. Students' personal results from this assessment will not be discussed publicly.
- All participants will be encouraged to maintain the confidentiality of everyone in the class. The personal information of classmates that is discussed in class should not be discussed with non-participants outside of class.
- Students will work in small teams to conduct a team analysis with and to design a development project for a target team in the community. Students are required to design a developmental session based on the interviews and analysis of the target team's functioning. However, students will only present their ideas in class and will not carry out this developmental session with the target team.

Required reading:

Levi, D. (2014). **Group dynamics for teams (4th ed.)**. California: SAGE Publications, Inc.

Note: You may use the 3rd, 4th, or 5th edition of the textbook. Please do not use the 1st or 2nd edition. Articles and readings provided on Moodle.

Grading:

**Please Note, this grading system differs from the ISP grading scale!
Grading scale with ECTS and Hungarian grade equivalents**

Students will be given a letter grade at the end of the semester based on the following scale.

<i>Percentage achieved</i>	<i>Hungarian Grade</i>	<i>Explanation for the Hungarian grade</i>	<i>International Grade</i>
97-100	5	Excellent	A+
94-96	5	Excellent	A
90-93	5	Very Good	A-
87-89	4	Good	B+
84-86	4	Good	B
80-83	4	Good	B-
77-79	3	Satisfactory	C+
74-76	3	Satisfactory	C
70-73	3	Satisfactory	C-
67-69	2	Pass	D+
64-66	2	Pass	D
60-63	2	Pass	D-
0-59	1	Fail	F
Nem jelent meg	DNA	Did not attend (no credit)	
Nem vizsgázott	I	Incomplete (no credit)	
Aláírva	S	Signed (no credit)	
Megtagadva	R	Refused (no credit)	

CSCSR_VTKGT - Corporate Sustainability and CSR
CEMS
Fall Semester, 2017/2018

Course leader:	Ágnes ZSÓKA Ph.D.
Lecturer(s):	same
Department:	Department of Marketing
Office hours:	by appointment
Availability:	Phone number: 482-5062
	Room: 339
	Email address: agnes.zsoka@uni-corvinus.hu
Course type:	elective
Prerequisites:	no
Credits:	6 ECTS
Number of hours per semester	two 90 minute classes per week the number of lectures and seminars: 2+2
Time of class:	Thursday 15.30 – 18.50
Venue:	C 418

Aims and objectives and description of the course:

The course aims to highlight the most important issues of Corporate Sustainability and Social Responsibility. Due to the challenges of our rapidly changing world like mitigation of climate change impacts, the need for radical (system) innovation, or solving social, environmental and economic problems simultaneously, the triple bottom line has become a business case in the corporate world. The course focuses on exploring the drivers behind Corporate Sustainability and CSR strategy and the implications of sustainability challenges to corporate reality.

Learning outcomes:

- Understanding the essence of sustainable development
- Understanding why it is necessary to integrate social and environmental aspects into corporate strategy.
- Development of argumentation in case of sustainability issues regarding companies.
- Understanding the most important motives and influential factors behind the CSR activity of companies.
- Becoming familiar with the most crucial issues of CSR today, as a result of lectures, discussions and analyzed cases
- Getting to know up-to-date examples of company practice regarding sustainability challenges and corporate social responsibility, resulting from the presentations of guest speakers, the case studies and the experience of company visits.
- Critical assessment of corporate sustainability reporting.

Course description

Our future lies in building sustainable enterprises and economic reality that connects industry, society and the natural environment. The concept of Corporate Social Responsibility can be applied to business organizations as a mechanism for measuring social, environmental and ethical performance. CSR efforts are often publicized in sustainability reports, but the intentions and the performance behind reporting are ambiguous and make critical evaluation necessary. The course is aimed to synthesize theory and practice, providing the main approaches, models and assessment tools to corporate sustainability and CSR, while testing their relevance and application in the real world.

Methodology to be used:

The course is based on a systematic combination of lectures, seminars and company visits. The lectures follow a specific structure, focusing on the most relevant issues of corporate sustainability and CSR and are presented by the course leaders and guest lecturers. The guest lecturers are selected on the principle that the activity of their company should closely relate to the topics discussed during the course. The guest lectures provide an up-to-date insight into the corporate practice of the discussed and evaluated topic (e.g. renewable versus non-renewable energy, sustainability reporting, social focus of CSR etc.).

The issues presented in the class are always discussed with the students; reflection and feedback build a very important part of the course. The lectures are supplemented by case study discussions as well.

Additionally, course leaders consider field experience of students especially important, therefore three company visits are organized during the course. Students are expected to prepare specific questions for the company visits on the CSR and sustainability activity of the selected firm in order to have a live discussion and interested audience during the visit. Experience and impression of students is then discussed in the following class.

Assignments serve the in-depth understanding of most crucial and debated corporate sustainability and CSR issues as well. The first assignment has to be prepared in groups of 4-5 students and is definitely based on heavily discussed topics where an answer to the most relevant questions is difficult to give. Students have to both submit their opinion in a 10-15 page paper, and present their ideas in front of the whole group. The second assignment is an individual written assignment on the CSR of a company different from the discussed and visited ones, however, answers should be strongly supported by experience of the company visits.

Required literature is intended to help students elaborate homework assignments, prepare for the next class as well as for the exam. Required literature must be supplemented by individually acquired information.

Students are expected to be continuously present during the course and actively participate in discussions – their performance is evaluated and integrated into the grading procedure.

At the end of the course students have to take an exam, which is primarily aims at testing the intended learning outcomes, especially the ability of students to formulate a well-based and well-structured opinion on ambiguous CSR-related issues, to use a convincing argumentation which reflects both their knowledge and understanding.

Detailed class schedule, 1st – 15th week:

<u>Date of class</u>	<u>Topics to be discussed, assignment deadlines</u>
Week 1: Sep 7	<ol style="list-style-type: none"> 1. Introduction. Content and approach of the course. The relevance of corporate sustainability and CSR, based on challenges of the rapidly changing environmental, social and business circumstances. 2. Global context for sustainability and related exercise in class.
Week 2: Sep 14	<ol style="list-style-type: none"> 1. Sustainable development versus corporate sustainability. 2. Management theories and sustainability. Economic fundamentalism, stakeholder approach, normative theories.
Week 3: Sep 21	<ol style="list-style-type: none"> 1. Perspectives of corporate social responsibility 2. Motivation behind corporate sustainability and CSR <p>Student presentation: <i>Motivation of corporate social responsibility: altruism or utilitarianism?</i></p>
Week 4: Sep 28	<p>Regulation of sustainability</p> <ol style="list-style-type: none"> 1. Overview of environmental regulation, international standards related to corporate environmental management 2. Types of environmental measures: end-of-pipe solutions, cleaner production, industrial ecology <p>Student presentation: <i>Resource efficiency: through big or small companies?</i></p>
Week 5: Oct 5	<p>Regulation of CSR: EU Green Paper on CSR, UN Global Compact, the new European policy. International standards and CSR</p> <p>Student presentation: <i>International standards and CSR</i></p>
Week 6: Oct 12 <i>Deadline of the individual assignment related to the Porter-Kramer paper on CSR (Wednesday, Oct 11, 20.00)</i>	<ol style="list-style-type: none"> 1. Responsible Leadership – Guest lecture by Dr. Christof Miska, University of Vienna For preparation: https://www.youtube.com/watch?v=jqxENMKaeCU AND reading: Miska, C., Mendenhall, M. E. (2015): Responsible Leadership: A Mapping of Extant Research and Future Directions, Journal of Business Ethics, 125 (2): 349-360 2. Discussion of the individual assignment related to the Porter-Kramer paper and alternative approaches.
Week 7: Oct 19	<ol style="list-style-type: none"> 1. The toolset of environmental sustainability 2. Measuring sustainability performance 3. The example of Hungarian Telekom – Presentation by Levente Horváth, CSR project manager
Week 8: Oct 26	<ol style="list-style-type: none"> 1. Social aspects of CSR. Student presentation: <i>Internal and external social aspects of CSR</i> Student presentation: <i>Employee volunteering in practice</i> 3. Relationship between CSR and marketing tools Student presentation: <i>Are CSR tools different from marketing tools?</i>
Week 9: Nov 2	No class
Week 10: Nov 9	Company visit to Procter and Gamble (planned)
Week 11: Nov 16	<p>Reflection of sustainability and responsibility in business success</p> <ol style="list-style-type: none"> 1. Environmental controlling, Environmental Management Accounting, Investment appraisal 2. Responsible investment and the question of trust <p>Student presentation: <i>Does responsible investment pay back?</i></p>

Week 12: Nov 23 <i>Deadline of the individual assignment on sustainability reporting (Wednesday, Nov 22, 20.00)</i>	1. The experience of KPMG on CSR reporting–Presentation by Anikó Kraft, assistant CR manager 2. Discussion based on the individual assignment on sustainability reporting
Week 13: Nov 30	1. Management of conflicts and critical situations Student presentation: <i>Communication and action in crisis situations</i> 2. Confrontation or cooperation? Relationship of companies and NGOs Student presentation: <i>Corporate Sustainability and NGO-Activism: who is the driver?</i>
Week 14: Dec 7	1. Student presentation related to the Pro Bono project 2. Critics of and future path for corporate sustainability and CSR 3. Evaluation of the course and the assignments
Week 15: to be determined	Final exam
Week 16: to be determined	Make-up exam (if necessary)

Assignments:

1) Individual assignment related to a scientific paper on CSR (15%)

Based on the paper of: Porter, M. – Kramer, M. (2011): Creating Shared Value, Harvard Business Review, 89, 1/2, pp. 62-77

Deadline: Wednesday, Oct 11, 20.00

Description of the assignment:

1. Summarise the main messages of the paper in some points.
2. Assess the theory of “shared value” from a critical point of view. Collect pro and contra arguments for the relevance of this theory and find up-to-date practical examples (others than the ones mentioned in the paper) to support your argumentation.
3. Which are the necessary preconditions for implementing the “shared value” concept? Which are the main impacts of “mainstreaming” this concept?
4. Find other theories in papers, interviews which are dealing with the same issue but have a different approach to “value creation with CSR”, not the CSV concept. Which approach do companies prefer, why? Which approach do you like better, why?

Correct quotation of literature sources (within the text and in the References) is crucial. Do not copy and paste texts (or if you do so, use quotation marks). You can illustrate your paper with some figures, tables and pictures as well. You can illustrate your paper also with some figures and tables within the text. You can also create figures and tables yourself if you wish, to make your thoughts more transparent (e.g. about pro and contra arguments, the relationship between different theories to corporate value creation etc.). Don't forget the Introduction and Conclusion part.

Expected length: 5-6 pages (without Title page, List of contents, inserted figures and tables, and Reference list)

2) Individual assignment on sustainability reporting (30%)

Deadline: *Wednesday, Nov 22, 20.00*

Description of the assignment:

Every student should evaluate the sustainability reporting of a specific company (determined by the course leader in the course), based on the GRI (Global Reporting Initiative) indicators (<https://www.globalreporting.org/resourcelibrary/GRI4-Part2-Implementation-Manual.pdf>).

The assessment should be elaborated in 6-7 pages, plus figures and tables for illustration (which you are suggested to insert into the text where they belong to). Questions for the analysis are the following:

1. Compliance with the GRI system: yes or no, if yes, to what extent, how detailed. How does the company communicate and justify the issues where compliance with GRI is not 100%. Are you satisfied with the explanation? Why?
2. Which are the most important strengths and weaknesses of the reporting practice of the company? To analyse strengths and weaknesses you should use the principles of report content (sustainability context, stakeholder inclusiveness, materiality, and completeness), as well as the principles of report quality (balance, comparability, accuracy, timeliness, clarity and reliability (description of principles can be looked up in the GRI G4 Implementation Manual)). Provide a detailed evaluation and a summary table (see below). Support your argumentation with examples from the report. For analysing the principle of comparability, please also check previous reports of the same company and some other reports from the same industrial sector.

Principle	Strengths	Weaknesses
1. report content		
1.a) sustainability context		
1.b) stakeholder inclusiveness		
...		
2. report quality		
2.a) balance		
2.b) comparability		
...		

3. As a stakeholder, are you satisfied with the disseminated sustainability performance of the company and the report itself? Provide a critical argumentation.

Always support your argumentation profoundly and quote the data, facts and figures accurately. Use the global homepage of the company where relevant.

Reports have different titles, company by company. If you do not find the report immediately, search for keywords. Examples: Sustainability report, CSR report, Corporate Responsibility report, Global Responsibility Report, Corporate Citizenship report, Global Citizenship report, Environmental report, Supplier responsibility report, etc. In the case of specific reports like “Environmental Report”, please also search for further information on the social and economic performance of the company. Do not worry if the company does not use the GRI, it is still possible. In some cases there is no single report but several sub-links, related to specific issues. It is no problem as their function is the same: providing information for the public, on responsibility/sustainability of the company.

Active participation in the related discussion is part of the evaluation of this assignment.

3) Group assignment: Presentation of 15-20 minutes, prepared by groups of 2-3 students each (15%). Evaluation criteria are clarity of presentation, methodology, quality of data, analytical depth and critical assessment. Each group member should be part of the presentation; point is given for the group performance in total. There is no differentiation in points within the group. Group assignments will be presented at different times during the course, always attached to the specific topic they belong to. You will see in the detailed course outline, when your topic is planned to be discussed. Topics will be distributed at the beginning of the course.

Deadline: According to the topic, related to the lecture, where the topic will be discussed

Topics:

1. Motivation of corporate sustainability and/or CSR: altruism or utilitarianism?

More and more companies are publishing corporate social responsibility reports or sustainability reports but not all of them are famous for their environmental and social performance. Companies from “dirty” (= polluting or socially ambiguous) industries are also proud of having a sustainability strategy and “being responsible”.

- What are the intentions behind their sustainability/CSR strategy and activities? Which are the signs of utilitarian drives? Is there any space for altruism, does it make sense?
- Are those companies publishing a sustainability/CSR report better than those not doing so?
- Is it by all means necessary to publish sustainability/CSR activities for the company? What are the preconditions for the decision of the top management regarding this issue?
- Would you personally fight for sustainability/CSR in your own company? Why or why not?
- Is there room for a CEO to represent environmental/social values within the company? Does it make a difference, if the CEO is personally committed?
- Support your argumentation with practical corporate examples.

2. Resource efficiency: through big or small companies?

Big corporations are most often accused of polluting the planet. Still, they emit less pollution *per unit of product* than smaller companies within the same industry.

- Can efficiency improvements solve environmental problems in a longer run?
- Who is responsible for consumerism and the increasing level of environmental burden (GHG emission, waste problem, loss of biodiversity, emission of chemicals, water pollution etc.)?
- Should big companies change their focus, their core business?
- Should environmental policy and regulation turn towards small companies?
- How are big companies able to influence the small ones through the supply chain?
- What can be the role of small companies in the system? How could we make them more “efficient” if that is the goal? Or should we set other objectives for them?
- Support your argumentation with examples from some industries where this problem is typical.

3. International standards and CSR

Companies – especially multinationals and supplier companies – tend to implement international standards to improve their social performance. There are several guidelines for CSR – like the EU Green Paper on CSR or the UN Global Compact – while the ISO 26 000 is a recognised standard for CSR.

- What is the difference in the concept of the three listed “guidelines”?
- Which are the main elements of the ISO 26 000 standard? Do you agree with those elements?
- Analyse the CSR performance of some companies which implemented ISO 26 000 in their organisation.
- What is your opinion: does it make a difference whether a company is certified by a standard? Do those standards provide what they promise?
- Do those companies perform better or can they create trust easier in the society? How would you manage the problem of “blue-washing”?
- For which companies are those tools best applicable? Support your argumentation with practical examples.

4. Internal and external social aspects of CSR

Social aspects are very much stressed in CSR, both from organisational and from community points of view. The EU Green Paper provides a summary of social (and environmental) dimensions of CSR. In this assignment you should focus on social dimensions. Based on the EU Green Paper, analyse the different dimensions, according to the following questions. One remark: please do not analyse employee volunteering in detail, as it will be a specific topic for another student group.

- What are the main drivers behind internal and external social CSR measures for the company?
- Who are the main target groups (stakeholders) of internal and external CSR measures?
- In which ways internal and external stakeholders benefit from the CSR measures?
- Collect and present some real life cases where organisational (internal) CSR measures proved to be successful in terms of job satisfaction / employees’ performance / adaptation to change. Compare those examples with unsuccessful ones and draw lessons from those cases.
- Collect and present some real life cases where community-related CSR measures (except volunteering) proved to be successful in terms of their effectiveness and value creation for the community. Compare those examples with unsuccessful ones and draw lessons from those cases.

5. Employee volunteering in practice

This is a special assignment which deeply analyses the effectiveness of the CSR tool ‘employee volunteering’. Several companies recognise the power of employee involvement which is expected to have benefits for both the community and the employees themselves (and hence, the company). Beyond some general issues, the assignment focuses on the specific volunteering activities, organised and moderated by the NGO “Bagázs”. This organisation provides volunteering-based CSR program packets for companies, in order to help a Roma community in the village of Bag, Hungary. The task of the student group will be to get involved into the upcoming event of Bagázs in Bag, 22.09.2017, where Prezi will provide the volunteers to help the community. Questions for the presentation are the following:

- What are the main drivers behind employee involvement into volunteering activities?
- Based on secondary data collection, describe some examples from the practice, which are the “typical” volunteering activities, target groups (stakeholders). Evaluate the effectiveness (=“doing well by doing good”) of those activities, from the point of view of the community, the employees and the company itself.
- Based on your experience from participating at the volunteer day in Bag, evaluate the effectiveness of this specific event. Use empirical methodologies (primary research) to support your argumentation. Methods to be used: a) make interviews with volunteering employees/company representatives/representatives of the NGO Bagázs/people from the targeted community; b) involve as volunteers and share your own experience with us.
- Based on your secondary and primary research, formulate suggestions for the companies and the intermediary NGOs to make employee volunteering successful and effective.

6. Are CSR tools different from marketing tools?

There are several typologies for CSR tools, including those from marketing gurus like Philip Kotler and others. However, when looking at the CSR activity of companies, we often have the feeling that they do not principally differ from marketing tools.

- In your opinion, to what extent do measures regarded as CSR tools differ from the traditional marketing tools and what makes the difference if it exists?
- Where do we find overlaps and how do companies try to avoid those overlaps in their communication?
- What is the impact of those overlaps on credibility and company image? Is it negative or positive? Support your argumentation with corporate examples.
- In your opinion, would companies be able to avoid overlaps if they wanted to? If yes, how, if not, why not? Which consequences can those overlaps have on the future of CSR?

7. Does responsible investment pay back?

As CSR is getting more widespread in the business world, socially responsible investment (SRI) funds and ethical funds are gaining space and importance. There are even companies which are running for CSR qualification of independent organisations in order to get into SRI funds. However, several investors doubt whether those funds are able to perform the same way as or even better than “traditional” funds.

- Describe the concept of socially responsible investment (often also referred to as ethical investment).
- Find some practical examples for SRI funds. What are their policy and criteria for selecting companies for the fund?
- What do you think about the responsibility of those companies which are selected into SRI funds? Would you call them all responsible? Support your argumentation with examples.
- How do SRI funds perform in the market, compared to other funds? Analyse their performance from different points of view (financial performance, risks, volatility, etc.)
- Would you invest your money into an SRI fund? Support your answer with profound argumentation.
- Do you think socially responsible investment has a future? Under which conditions?

8. Communication and action in crisis situations

Companies tend to behave and communicate quite differently in ‘business as usual’ versus ‘crisis’ situations. Environmental accidents or social scandals often evoke conflicts between companies and the society, highlighting the problem of responsibility.

- Choose some practical examples and explain how environmental and/or social crisis situations change the behaviour, corporate strategy and communication of companies – in short run and in the longer run.
- How does the perception of environmental risks and risk aversion influence the reaction of the society on such detrimental events in different regions of the world?
- What is the role and impact of the media in those conflict situations?
- What is the ‘outcome’ of crisis situations for sustainable development?

9. Corporate Sustainability and NGO-Activism: who is the driver?

Environmental NGOs and other civil organisations play a relevant role in motivating and influencing corporate environmental and social behaviour. Some NGOs are friendly to companies and base their influence on cooperation; others are rather provocative and draw the attention of the society to the negative impacts of company operation.

- What is the role and space of NGOs in sustainable development?
- Describe and analyse the mission, concept and impact of some selected international NGOs. Mention examples for both “style” (positive and negative motivation).
- Evaluate the success factors, strengths and weaknesses of NGO activities regarding CSR.
- What is the difference between the scope, activities and impact of international and national or local NGOs? Bring examples.
- Would you support the activities of environmental NGOs – financially or with your own participation? Why?
- What do you think of NGOs future role in the CSR issue?

10. Pro Bono Project – to be specified in the class

Assessment, grading:

Grades are **earned** by the students based on their class attendance, class participation, their achievements in the assignments (group or otherwise) and any quizzes, homework and midterm and final exam (where applicable). If the student completed at least one of the course takes either in full or in part, the subject can only be closed with a grade.

Grades are not negotiable. Any attempt at negotiation may potentially result in official disciplinary action!

Group assignment (presentation): 15%

Home essay (5-6 pages): 15 %

Individual assignment on sustainability reporting: 30 %

Final written exam: 40 %

Class attendance:

Class attendance is mandatory. **Participation in lectures** is an important part of the process and understanding of the subject, and tutors have the right to make a so-called 'positive attendance sheet'. Based on the 'positive attendance sheet' the tutor can give 5% extra points beyond all the points obtainable for the final grade. **Attendance of the seminars is compulsory.** The acceptable level of absence is $\frac{1}{4}$ of all lessons (i.e. 3 seminars). **In exceptional cases** (hospital treatment, permanent illness) provided that the total absence is less than 50%, the tutor can (if he/she so decides) give an opportunity for supplement. *Study and Examination Regulations – 21§ (3) and (5)*

Simple doctor's certificates will not be accepted. If the student has exceeded the maximally allowed number of absences, only verifiable, official hospital- or treatment center documentation proving hospital treatment or permanent illness shall be accepted.

Students whose absence from the seminars exceeds the maximally allowed 3 occasions (partial seminar attendance is counted as absence), will be given a "not signed" (aláírás megtagadva) grade. Students receiving the "not signed" grade will not have the option of taking either the final or any of the retake examinations, but shall have to retake the course in a subsequent semester. Students who in any way disrupt a class (lecture or seminar) will be warned once. If the student's disruptive behavior continues after the first warning, the tutor has the right to send the student out of the room and note that the student has been absent from the given class.

Cheating, plagiarism

Any attempt at cheating or plagiarism in quizzes, assignments or at examinations shall result in an automatic "F" (fail) grade and the student will not be able to take either the final examination or the retake examinations, but shall have to retake the course in a subsequent semester.

Examinations and retake examinations

In keeping with the Corvinus Study and Examination Regulations, a total of 3 examination opportunities shall be offered (except for the CIEE courses where – in keeping with the American Educational Regulations only a single examination opportunity will be given, or the elective courses where professors can decide to offer only 2 opportunities). All examinations will be comprehensive (covering the whole semester's material.) The examinations will be spaced out during the official examination period, although the first examination (taking into consideration the foreign exchange students) will be held during the first week of the final examination period.

Students returning home prior to the end of the official examination period do so at their own risk as no special consideration shall be given in such cases.)

Students must sign up for exams through the Students Information System (Neptun) The chosen exams may be modified not later than 24 hours prior to its start. Examinations held on Mondays are exceptions, since exams on Mondays must be signed up for no later than 72 hours prior to the start. (*Study and Examination Regulations 22.§ 2.*) Students not signed up for a given examination will not be allowed to take it.

Students signed up for a given exam but failing to take it will be given a “not present” (“nem jelent meg”) grade. While such a grade will not decrease the total number of times they can attempt the examination, it will result in a special administrative fee.

Compulsory reading:

1. Important documents for CSR: EU Green Paper on CSR, UN Global Compact, ISO 26 000, the renewed EU-strategy 2011-2014 for CSR
2. Important documents for Sustainability: Sustainability Reporting Guidelines of GRI, Dow Jones Indices, AccountAbility
3. Dyllick, Thomas – Hockerts, Kai (2002): Beyond the Business Case for Corporate Sustainability, *Business Strategy and the Environment* 11, pp 130-141.
4. McWilliams, A. – Siegel, D.S. – Wright, P.M. (2006): Corporate Social Responsibility: Strategic Implications. *Journal of Management Studies*. Vol. 43:1, pp. 1-18.
5. Porter, M. – Kramer, M. (2011): Creating Shared Value, *Harvard Business Review*, January-February, 1-17
6. Report by the Stiglitz Commission on the Measurement of Economic Performance and Social Progress (2009), www.stiglitz-sen-fitoussi.fr/documents/rapport_anglais.pdf
7. Carroll A. B (1999): Corporate Social Responsibility – Evolution of a definitional construction, *Business and Society*, 38 (3), 268-295
8. Crane, A., Palazzo., G, Spence, L.J., Matten, D. (2014): Contesting the Value of “Creating Shared Value”, *California Management Review*, 56 (2), 130-153
9. Miska, C., Mendenhall, M. E. (2015): Responsible Leadership: A Mapping of Extant Research and Future Directions, *Journal of Business Ethics*, 125 (2): 349-360
10. Slaper, T.F., Tanya, J. (2011): The Triple Bottom Line: What Is It and How Does It Work?, *Indiana Business Review*, 86 (1), <http://www.ibrc.indiana.edu/ibr/2011/spring/article2.html>

Recommended reading:

- Mackey, J., Sinodia R. (2013): *Conscious Capitalism: Liberating the Heroic Spirit of Business*, Harvard Business Review, Press, 1st Edition, New York
- Bendell, J. (2010): Ethical Indices, *World Review, The Journal of Corporate Citizenship* (Winter), Greenleaf Publishing, 6-25
- Aakhus, M., Bzdak, M. (2012): Revisiting the Role of “Shared Value” in the Business-Society Relationship, *Busoness and Professional Ethics Journak*, 31 (2), 231-246
- Karnani A. (2010): Doing Well by Doing Good: The Grand Illusion, *California Management Review*, 53 (2), 69-86
- Vogel, D. J. (2005): Is There a Market for Virtue? The Business Case for Corporate Social Responsibility, *California Management Review*, 47 (4), 19-45
- Dyllick, T. (2014): The Opposing Perspectives on Creating Shared Values, *Financial Times*, 24 April 2014

Beschoner T. (2013): Creating Shared Value: The one-trick pony approach, *Business Ethics Journal Review*, 1 (17), 106-112

Garriga, E., Melé, D. (2004): Corporate social responsibility theories: mapping the territory, *Journal of Business Ethics*, 53(1), 51-71

Denning, S. (2011): Why 'Shared Value' Can't Fix Capitalism, *Forbes*, 20.12.2011
sharedvalue.org

Fassin, Yves (2005): The Reasons behind Non-ethical Behaviour in Business and Entrepreneurship, *Journal of Business Ethics*, 60, pp. 265–279

Branco, M., Rodrigues, L. (2006): Corporate Social Responsibility and Resource-Based Perspectives, *Journal of Business Ethics*, 69 (2), 111-132

Miska, C., Hilbe, C., Mayer S. (2014): Reconciling Different Views on Responsible Leadership: A Rationality-Based Approach, *Journal of Business Ethics*, 125 (1): 349–360

KPMG (2015): Currents of Change: The KPMG Survey of Corporate Sustainability Reporting

Grading: Any deviation from this table must be indicated (in which case the table below should be deleted) and must also be communicated to the ISP Office.

International grading scale

<i>Percentage achieved</i>	<i>International grade</i>
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Hungarian and ECTS grading scale

<i>Percentage achieved</i>	<i>Hungarian grade</i>	<i>ECTS equivalent</i>	<i>Explanation for the Hungarian grade</i>
87-100	5	A	Excellent
77-86	4	B	Good
67-76	3	C	Satisfactory
60-66	2	D	Pass
0-59	1	F	Fail

	Nem jelent meg	DNA	Did not attend (no credit)
	Nem vizsgázott	I	Incomplete (no credit)
	Aláírva	S	Signed (no credit)
	Megtagadva	R	Refused (no credit)

FUTST_VTJOV (code) – Business Futures Studies
CEMS program, elective
Fall 2017/2018

Course leader:	Mr. Gergely TYUKODI, MSc, PhD student
Lecturer(s):	Mr. Gergely TYUKODI, MSc, PhD student
Department:	Institute of Economic Geography and Futures Studies
Office hours:	TBA
Availability:	Phone number: 482-5405
	Room: C524
	Email address: gergely.tyukodi@uni-corvinus.hu
Course type:	elective
Prerequisites:	-
Credits:	6 ECTS
Number of hours per semester	13 lectures and 13 seminars
Time of class:	Tuesday 17.20-18.50, 19.10-20.40
Venue:	C206

Aims and objectives and description of the course:

The goal of the course is to learn the business-related and business-oriented components of Futures Studies (FS) or strategic foresight. It will enable students to support complex business development decisions with forecasting and long-term thinking. Hence the problems are observed and solved in a multi-folded and action-oriented way; ie. from different angles and levels both of economics and business. This way by the end of the course students will be able to look at down-to-earth business problems from a wider and future oriented perspective.

Learning outcomes:

- Understand futures studies as a field and relate it to other intellectual disciplines and research endeavors
- Analyze complex business situation from different perspectives
- Make better decisions by applying multi-disciplinary approaches
- Improve written and oral communication skills

Course description

The course is multi-disciplinary, and will lead students to greater foresight about emerging issues, trends, cross-impacts, and implications in demographic, social, technological, environmental, economic, political, and other global forces of change. The course is designed to introduce students to one of the essential futures tools, environmental scanning, which is useful to identify and monitor emerging issues, social and technological innovations and trends. Students will be introduced to some of the critical tools of analysis to put these changes in context and will be exposed to layered approaches of exploring the implications of change. The course will survey a range of alternative futures, scenarios, and approaches to scenario building. It will also explore visioning, preferred futures, and visionary futures. Finally, the course will conclude with a discussion on strategic planning and the role of future management in implementing future visions and plans.

Methodology to be used:

The course is interactive and participatory. Each class will have a lecture and some class discussions on the assigned readings and the arising questions, followed by one or more interactive components, such as a small group activity that helps in the understanding of the current topic. A whole semester long research group work will be given for students.

Detailed class schedule, 1st – 15th week:

<u>Date of class</u>	<u>Topics to be discussed, readings required for the class</u>
Week 1	Introduction to the course and to Futures Studies
Week 2	The Fish Banks case study
Week 3	Futures Studies in Business and as a field of science, framework forecasting
Week 4	Understanding change I – Systems thinking
Week 5	Understanding change II – Social change
Week 6	Identifying, monitoring change – Environmental scanning Implications of change – Quantitative & qualitative methods of forecasting
Week 7	Implications of change – the Futures wheel, creativity and design thinking
Week 8	Forecasting alternative futures – Scenario building
Week 9	Envisioning preferred future – Visioning and Foresight
Week 10	Planning, implementing preferred future I – Leadership
Week 11	Planning, implementing preferred future II – Strategic management and change management
Week 12	Future Management & Sum-up: future as a complex issue
Week 13	Presentation of the case studies

Assignments

The main assignment is a group case study that has to present a long term strategy of a company / organization / institute / country / region etc of a chosen industry (e.g. banking, telecommunication, automotive, energy, computer). The case study has to describe the current situation and the short history of the industry. The case study needs to contain alternatives about the possible developments of the broad and the immediate environment of the market. At least one future alternative, a potential development path of the industry needs to be created with one of the futures studies tools that we learn during the semester. The case study should present the process how students created the different alternatives as well as what the alternatives are. Based on the alternatives students have to define a new product/service that might be successful on the market, it should be explained how the new product/service could be built into the long term vision of an organization in the industry and students have to create an action plan for the most important steps of the implementation plan (including milestones and major tasks). Students should describe the decision-making process how the specific strategic product/service could be chosen, they need to present a set of criteria that they would

apply at decision-making.

The group case study will be divided into 3 phases.

Phase 1: Case introduction – the detailed description of the strategic situation, the short history and the current environment of the chosen industry

Phase 2: Presenting alternative developments in the environment and in the market. Learned futures studies concepts and tools should be used for identifying different alternatives.

Phase 3: Choosing the new product/service and describing the implementation plan. Students should be creating a set of criteria for the assessment of the different alternative solutions and justify their decision.

The deadlines of the case study:

Phase 1: 5th week of the semester

Phase 2 (and modified phase 1): 10th week of the semester

Phase 3 (and modified phase 1 and 2): 13th week (last day) of the semester

As an additional assignment students need to present the group case study on the last class.

The points given for the case study will be distributed among the students by the professor.

Assessment, grading:

Grades are **earned** by the students based on their class attendance, class participation, their achievements in the assignments (group or otherwise) and any quizzes, homework and midterm and final exam (where applicable). If the student completed at least one of the course takes either in full or in part, the subject can only be closed with a grade.

Grades are not negotiable. Any attempt at negotiation may potentially result in official disciplinary action!

10% class attendance and participation

20% home assignment – group case study phase 1

30% home assignment – group case study phase 2

30% home assignment – group case study phase 3

10% presentation

In the case of the group assignment only the final, submitted case study will be graded. Students will be able to modify the different phases based on the feedback of the professor. However the final group assignment will be graded in separately: phase 1 is 20 points, phase 2 is 30 points, and phase 3 is 30 points as well.

The length of the group assignment should be between 15-25 pages, and each phase should be at least 3 pages. It will be graded based on how logical the concept of the case study is, how well students used the learned methods and how students can support their thoughts and ideas with facts.

If students miss the deadline, 10% of the points will be subtracted per each week from the points given for the missed phase of the case study.

Class attendance:

Class attendance is mandatory. **Participation in lectures** is an important part of the process and understanding of the subject, and tutors have the right to make a so-called 'positive attendance sheet'. Based on the 'positive attendance sheet' the tutor can give 5% extra points beyond all the points obtainable for the final grade. **Attendance of the seminars is compulsory.** The acceptable level of absence is $\frac{1}{4}$ of all lessons, 3 seminars. **In exceptional cases** (hospital treatment, permanent illness) provided that the total absence is less than 50%, the tutor can (if he/she so decides) give an opportunity for supplement. *Study and Examination Regulations – 21§ (3) and (5)*

Simple doctor's certificates will not be accepted. If the student has exceeded the maximally allowed number of absences, only verifiable, official hospital- or treatment center documentation proving hospital treatment or permanent illness shall be accepted.

Students whose absence from the seminars exceeds the maximally allowed 3 occasions (partial seminar attendance is counted as absence), will be given a "not signed" (aláírás megtagadva) grade. Students receiving the "not signed" grade will not have the option of taking either the final or any of the retake examinations, but shall have to retake the course in a subsequent semester.

Students who in any way disrupt a class (lecture or seminar) will be warned once. If the student's disruptive behavior continues after the first warning, the tutor has the right to send the student out of the room and note that the student has been absent from the given class.

Cheating, plagiarism

Any attempt at cheating or plagiarism in quizzes, assignments or at examinations shall result in an automatic "F" (fail) grade and the student will not be able to take either the final examination or the retake examinations, but shall have to retake the course in a subsequent semester.

Examinations and retake examinations

In keeping with the Corvinus Study and Examination Regulations, a total of 3 examination opportunities shall be offered (except for the CIEE courses where – in keeping with the American Educational Regulations only a single examination opportunity will be given, or the elective courses where professors can decide to offer only 2 opportunities). All examinations will be comprehensive (covering the whole semester's material.) The examinations will be spaced out during the official examination period, although the first examination (taking into consideration the foreign exchange students) will be held during the first week of the final examination period. Students returning home prior to the end of the official examination period do so at their own risk as no special consideration shall be given in such cases.)

Students must sign up for exams through the Students Information System (Neptun) The chosen exams may be modified not later than 24 hours prior to its start. Examinations held on Mondays are exceptions, since exams on Mondays must be signed up for no later than 72 hours prior to the start. (*Study and Examination Regulations 22.§ 2.*) Students not signed up for a given examination will not be allowed to take it.

Students signed up for a given exam but failing to take it will be given a "not present" ("nem jelent meg") grade. While such a grade will not decrease the total number of times they can attempt the examination, it will result in a special administrative fee.

Compulsory reading:

T. Gáspár, B. Szél (ed.): Collection of Articles on Futures Studies, Part I. and II. (CEMS, 2003)

Recommended readings:

P. C. Bishop, A. Hines: Teaching about the Future (Palgrave Macmillan, 2012)

W. Bell: Foundations of Futures Studies Vol. 1. (New Brunswick: Transaction Publishers, 1997)

P. M. Senge: The Fifth Discipline (New York: Doubleday/Currency, 1990)

Additional readings given in classes and uploaded to Moodle in advance.

Grading: Any deviation from this table must be indicated (in which case the table below should be deleted) and must also be communicated to the ISP Office.

International grading scale

<i>Percentage achieved</i>	<i>International grade</i>
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Hungarian and ECTS grading scale

<i>Percentage achieved</i>	<i>Hungarian grade</i>	<i>ECTS equivalent</i>	<i>Explanation for the Hungarian grade</i>
87-100	5	A	Excellent
77-86	4	B	Good
67-76	3	C	Satisfactory
60-66	2	D	Pass
0-59	1	F	Fail
	Nem jelent meg	DNA	Did not attend (no credit)
	Nem vizsgázott	I	Incomplete (no credit)
	Aláírva	S	Signed (no credit)
	Megtagadva	R	Refused (no credit)

SUCHA_VTVLG – SUPPLY CHAIN MANAGEMENT

CEMS elective course, Fall term, 2015-2016

Lecturer(s):	Andrea, GELEI ; associate professor
Department:	Department for Logistics and Supply Chain Management
Office hours:	
Availability:	Phone number of the course leader: 482 5557
	Room of the course leader: 131 (Main Building)
	Email addresses: andrea.gelei@uni-corvinus.hu
Course type:	Elective
Prerequisites:	None
Credits:	6
Number of hours per semester	13 lectures +13 seminars + exam = 27
Time of class:	Wednesday: 15.30 - 16.00; 17.20 – 18.50
Venue:	C 417

Aims and objectives and description of the course:

Objective of the course is to give an overview of the structure and processes of a company's operations and logistics system and to introduce the concept of supply chain and its important management issues. Curriculum covers traditional operations and logistics management topics and tools as well as more complex management techniques of supply chains.

Learning outcomes:

- students will acquire the knowledge about:
 - The structure and processes of the company's operations and logistics systems and the management tools of planning, analyzing and developing them;
 - The modern business solutions of managing complex supply chains efficiently and effectively.
- Students will be capable of:
 - Managing company's in-house operation and its supply chain processes according to a system approach;
 - Formulating the objectives of these systems and initiating development projects aiming at increasing the overall competitiveness of a supply chain and its member firms;
 - Selecting and applying appropriate, up to date and firm-specific management tools and methods in order to achieve these objectives.

Course description

Curriculum covers traditional operations and logistics management topics, like issues concerning the company's logistic and production system and its supply (purchasing). On the other hand great emphasis is placed on the processes carried out across cooperating firms within a supply chain. Production, order processing, transportation, warehouse and inventory management, purchasing have a crucial role in an effective and efficient supply chain management. The course discusses the problems of these processes in a supply chain context and introduces tools suitable for planning and managing them. Customer and supplier relationship management problems are dealt with, special type of supply chains and their characteristics are also analysed. The course introduces those strategic decisions and practical management tools through which the performance of a company' logistics and operations processes and the whole supply chain can be increased.

Methodology to be used:

The course will use wide range of teaching methods (from traditional lecturing through guest speakers), but has a strong practice orientation using simulation games and case studies. These teaching methods make it possible to deepen student's knowledge about managerial problems discussed and also make the course more interactive and practice-oriented.

Detailed planned class schedule:

<u>Date of class</u>	<u>Topics to be discussed</u>	<u>Readings</u>
06.09.	Introduction, basic terms and concepts	Fawcett et al. (2008): Supply chain management, Chapter 1
13.09.	Processes are key elements of any supply chain (1): focus on production	Fawcett et al. (2008): Supply chain management, Chapter 3 Workbook
20.09.	Processes are key elements of any supply chain (2): focus on logistics	Fawcett et al. (2008): Supply chain management, Chapter 2, 3
27.09.	Process development technique – Focus on Lean and Six Sigma	Fawcett et al. (2008): Supply chain management, Chapter 5,7
04.10.	Structural issues of supply chain management	Fawcett et al. (2008): Supply chain management, Chapter 11
11.10.	Mid-term exam	-
18.10.	Planning value creating processes along the supply chain – the traditional approach: focus on inventory management	Fawcett et al. (2008): Supply chain management, Chapter 8, Workbook
25.10.	Customs in the context of international supply chains – <i>Guest lecturer:</i> Tamás Nietsch, Nietsch Ltd., Managing director	-
01.11.	<i>No class</i>	
08.11.	The beer game Planning and optimizing on supply chain level I.	Fawcett et al. (2008): Supply chain management, Chapter 10
15.11.	Planning and optimizing on supply chain level II. Special supply chain types and their management challenges	Workbook Fawcett et al. (2008): Supply chain management, Chapter 12
22.11.	Sustainable supply chain Osolya – Diófási Kovács, assistant professor CUB	-
29.11	Measuring and managing the performance of supply chains	Fawcett et al. (2008): Supply chain management, Chapter 2,13
06.12	Final exam	-
	Make up exam	

Changes in planned class schedule may occur!

Readings:

Fawcett, S. E. – Ellram, L. M. – Ogden, J. A. (2007): Supply chain management – From Vision to Implementation; Pearson International Edition; ISBN 0-13-159420-6; Indicated chapters in the planned class schedule

E-book: <http://www.coursesmart.co.uk/supply-chain-management-pearson-new-international/stanley-e-fawcett-lisa-m-ellram-jeffrey-a/dp/9781292022192>

On Moodle:

- PPT slides
- Workbook
- **Compulsory readings of the Discussion papers are specified during the first class.**

Assessment:

A maximum of 100 points can be obtained during the course.

ASSESSMENT STRUCTURE:

Item 1: Discussion paper	20% (maximum 20 points)
Item 2: Presentation	10% (maximum 10 points)
Item 3: Class activity	10% (maximum 10 points)
Item 4: Mid-term exam	30% (maximum 30 points)
Item 5: Final exam	30% (maximum 30 points)

Detailed assignments along the assessment structure:

Item 1: A maximum of 10 pages *Discussion paper* is expected to elaborate by small groups of students (ideally 3 students). Topics will be published at the beginning of the actual semester, during the first session. All the topics relate to actual management issues of supply chains. A compulsory reading to all the topics will be specified. Students are expected to choose one topic; search minimum two additional publications related to it and elaborate these articles in order to give a structured overview. (maximum 20 points)

Item 2: The Discussion paper has to be *presented* in class. Deadlines of Discussion papers and their presentations will spread the whole semester and be specified during the first session. (maximum 10 points)

Item 3: *Class activity:* A maximum of 10 points will be distributed to each student at the end of the course.

Item 4: *Midterm exam* will cover topics and parts of the compulsory reading already discussed during class. The exam is worth of maximum 30 points. In case a student is not able to participate on the midterm exam, the course leader will assign a second appointment. This possibility is ensured only if the student informs the course leader about his/her disability 24 hours before the original exam takes place (personally or via e-mail).

Item 5: *Final exam* will also be worth of maximum 30 points. Topics of the final exam cover those assigned to and discussed during classes between the midterm and the final exam. Again, in case a student is not able to participate on the final exam, the course leader will assign a second appointment for the exam missed. Terms of participating in this make up exam is the same as mentioned above.

Class attendance:

Class attendance is mandatory. **Participation in lectures** is an important part of the process and understanding of the subject, and tutors have the right to make a so-called 'positive attendance sheet'. Based on the 'positive attendance sheet' the tutor can give 5% extra points beyond all the points obtainable for the final grade. **Attendance of the seminars is compulsory.** The acceptable level of absence is $\frac{1}{4}$ of all lessons (i.e. 3 seminars). **In exceptional cases** (hospital treatment, permanent illness) provided that the total absence is less than 50%, the tutor can (if he/she so decides) give an opportunity for supplement. *Study and Examination Regulations – 21§ (3) and (5)*

Simple doctor's certificates will not be accepted. If the student has exceeded the maximally allowed number of absences, only verifiable, official hospital- or treatment center documentation proving hospital treatment or permanent illness shall be accepted.

Students whose absence from the seminars exceeds the maximally allowed 3 occasions (partial seminar attendance is counted as absence), will be given a "not signed" (aláírás megtagadva) grade. Students receiving the "not signed" grade will not have the option of taking either the final or any of the retake examinations, but shall have to retake the course in a subsequent semester.

Students who in any way disrupt a class (lecture or seminar) will be warned once. If the student's disruptive behavior continues after the first warning, the tutor has the right to send the student out of the room and note that the student has been absent from the given class.

Cheating, plagiarism

Any attempt at cheating or plagiarism in quizzes, assignments or at examinations shall result in an automatic “F” (fail) grade and the student will not be able to take either the final examination or the retake examinations, but shall have to retake the course in a subsequent semester.

Examinations and retake examinations

In keeping with the Corvinus Study and Examination Regulations, a total of 3 examination opportunities shall be offered (except for the CIEE courses where – in keeping with the American Educational Regulations only a single examination opportunity will be given, or the elective courses where professors can decide to offer only 2 opportunities). All examinations will be comprehensive (covering the whole semester’s material.) The examinations will be spaced out during the official examination period, although the first examination (taking into consideration the foreign exchange students) will be held during the first week of the final examination period. Students returning home prior to the end of the official examination period do so at their own risk as no special consideration shall be given in such cases.)

Students must sign up for exams through the Students Information System (Neptun). The chosen exams may be modified not later than 24 hours prior to its start. Examinations held on Mondays are exceptions, since exams on Mondays must be signed up for no later than 72 hours prior to the start. (*Study and Examination Regulations 22.§ 2.*) Students not signed up for a given examination will not be allowed to take it.

Students signed up for a given exam but failing to take it will be given a “not present” (“nem jelent meg”) grade. While such a grade will not decrease the total number of times they can attempt the examination, it will result in a special administrative fee.

International grading scale

<i>Percentage achieved</i>	<i>International grade</i>
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Hungarian and ECTS grading scale

<i>Percentage achieved</i>	<i>Hungarian grade</i>	<i>ECTS equivalent</i>	<i>Explanation for the Hungarian grade</i>
87-100	5	A	Excellent
77-86	4	B	Good
67-76	3	C	Satisfactory
60-66	2	D	Pass
0-59	1	F	Fail
	Nem jelent meg	DNA	Did not attend (no credit)
	Nem vizsgázott	I	Incomplete (no credit)
	Aláírva	S	Signed (no credit)
	Megtagadva	R	Refused (no credit)